



FCJ COLLEGE

Student Wellbeing Policy

July 2023

1. COMMITMENT TO CHILD SAFETY

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

2. PREAMBLE

The Vision of FCJ College states:

FCJ COLLEGE is a Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live.....

For God Always.

At FCJ College, we believe that:

1. education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.
2. we nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be.

We believe that:

- we should nurture and educate each individual to his/her potential through the development of the whole person encompassing spiritual, emotional, moral, social, physical, creative and intellectual development.
- We should encourage students to value the acquisition of knowledge, learning and understanding.
- Every student has inherent dignity, equality and as such deserves respect and should be valued.
- By supporting and education students we aim to provide the optimum environment for them to develop into resilient and independent adults.
- Student wellbeing is the responsibility of all staff.
- Schools and families need to work together to provide the best pastoral care for students.

3. RATIONALE

FCJ College is a Catholic learning community in which we are bound to each other by a sense of kinship and a sharing of common values and goals. The Mission of the College is to develop a 'Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live.....For God Always.' As highlighted within the Sandhurst School Education Board (SSEB) Guidelines for Student behaviour support and intervention: 'A fundamental belief for Catholic schools is that in Jesus is seen God's

image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (John 14:6). In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of Wellbeing include love, respect, compassion, repentance, forgiveness, reconciliation and justice. Wellbeing permeates all that we do and encourages the true growth of the individual. The Christian understanding of personhood recognises that fundamental freedom and rights are reciprocated by responsibilities which proactively promote peace, justice and reconciliation. It is for this reason that we recognise the rights, responsibilities and expectations of students, parents and teachers.

The College Student Wellbeing policy is based on restorative justice principles aimed at bringing about behavioural change for individuals who do not abide by these expectations. The aim of restorative programs is to reintegrate those affected by wrongdoing back into the community as resilient and responsible members, thereby keeping the College and wider community safe.

4. PRINCIPLES

At FCJ College, we believe that:

- each member of our community is called to witness the Gospel values of compassion, courage, integrity and hope.
- education is a partnership between the school, teachers, students and families.
- we nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be.

At FCJ College, we commit to educating students to be:

- People of faith, courage and integrity who live the values of compassion, honesty and justice
- Confident young adults whose inner strength and positive self- belief make them resilient in a challenging world
- People who have an appreciation and respect for everyone

In practice, at FCJ College:

- Wellbeing refers to the total expression of community care for one another.
- We recognise the rights, responsibilities and expectations of students, parents and teachers.
- Wellbeing aims to provide effective networks of care: everyone in the school community has the right to be safe in the school environment and has the responsibility to be involved in Wellbeing.
- Wellbeing involves a partnership with parents and fosters trust and communication between home and school. It provides a forum of parental input into many aspects of College life and provides opportunities for parental involvement and support.
- Students and staff are expected to develop relationships that are based on trust and respect.
- Wellbeing aims to develop self-discipline and individual responsibility.
- Our College recognises its duty to provide a comprehensive and inclusive curriculum which addresses the needs of students. Our school community seeks to provide a holistic understanding of the growth of the human person.

- Prayer is a central practice within our Wellbeing understanding.

5. DEFINITIONS

- **Time out:** Sometimes it is necessary for a student to be isolated from the class during a lesson if they do not respond to repeated requests to conform. Refer to Guidelines for Teachers in dealing with student misbehaviour
- **Community service:** Duties that assist the good of the school or local community. Examples may include: cleaning and rubbish duties, basic maintenance, assistance to local groups.☒
- **Internal suspension or In-school Withdrawal:** Withdrawal from class and/or other school activities, as a behaviour management process done in-school rather than out-of-school maintaining a student's connectedness and engagement with the school.
- **External Suspension or Out-of-school suspension:** Withdrawal from class and/or other school activities, as a behaviour management process done out-of-school.
- **Student Wrongful Behaviour of a Serious Nature:** an activity or behaviour of a student which: seriously undermines the ethos of the Catholic school; and/or consistently and deliberately fails to comply with any lawful 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 student
- **Expulsion or Negotiated Transfer:** The student's behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.
- **Positive Education:** based on positive psychology, is a whole school commitment to wellbeing. The aim is to develop a sense of community with the intent to encourage staff and students to learn, grow and thrive. Positive Education is taught overtly and is also embedded into the extra curricular activities of the school.

6. STRATEGIES FOR IMPLEMENTATION OF WELLBEING POLICY

The following features reflect the College's appreciation of and commitment to the Christian vision of Wellbeing:

6.1 Quality Relationships

Wellbeing is achieved or forfeited in the quality of relationships established in the College. In the school's daily and routine life, the ways in which people interact with one another are a significant determinant of each person's self worth, belonging and well being. The fostering of high quality interpersonal relationships among staff, students and parents is a responsibility shared with everyone. Teachers in particular set the tone of Wellbeing by their witness and example. There is a special responsibility to attend to the welcoming and supporting of newly enrolled students.

Because quality relationships provide everyone with an environment where Wellbeing can thrive, we specifically believe that quality relationships:

- Respect each person as an individual with unique talents and gifts.
- Acknowledge and work towards improvements

- Demonstrate trust, acceptance and forgiveness.
- Work towards developing each individual and promoting emotional health and well being.
- Promote a safe and productive learning environment.
- Demonstrate the importance of celebration and affirmation in the school community.

6.2 Formation in Self Discipline and Responsibility

Wellbeing at FCJ College is vitally concerned with the fostering of students' self discipline. At the heart of this endeavour is the development of persons "who are responsible and inner directed, capable of choosing freely in conformity with conscience" (The Catholic School, Sec 31).

Wellbeing at the College also contributes to students recognising that their fundamental freedoms and rights are reciprocated by responsibilities. The College's Behaviour Management procedures are based on the belief that we are aiming to develop self discipline in all students. The behaviour management procedures used are in the context of Christian understanding of the need for taking responsibility for one's actions in an atmosphere of healing and forgiveness, are intended to promote the good order of the community and, as such, are based on the principles of restorative justice.

6.3 Pastoral Opportunities

Wellbeing endeavours to discern the life needs of students, to provide them with every opportunity to value themselves and to experience well being. Some of the opportunities provided at FCJ Catholic College for Wellbeing are:

- Liturgy and prayer, as part of the faith and liturgy program.
- Within Pastoral Groups
- Co-curricula Activities
- Student leadership, including SRC
- Camps, excursions and Retreats
- Student Wellbeing Services (First Aid and Counselling)

6.4 Comprehensive and Inclusive Approaches to Learning and Teaching

The school's curriculum provision needs to be accessible to all, comprehensive and of the highest quality so that students are afforded the competence, confidence and right to participate in the cultural and productive life of society. At FCJ College we acknowledge that curriculum provision involves an understanding of how individual students learn, improvement in the quality of teaching and the establishment of fair and just assessment procedures. Our curriculum is responsive to students with special needs, and it endeavours to redress educational disadvantage brought about by such factors as socio-economic status, gender, ethnic origin and race.

6.5 Supportive School/Family Relationships

For the majority of students, the family and the school are amongst the most formative influences in their lives. It is therefore essential that relationships of trust, co-operation and partnership be developed between the College and family members, and that at all times College personnel maintain respect for and sensitivity to diverse cultural values and family structures. The College believes a student's well being is deeply dependent upon family support of College expectations, rules and practices.

6.6 Effective Networks of Care

Everyone at FCJ College is involved in Wellbeing. A commitment to partnership and shared responsibility among staff, students, parents and other family members is an integral feature of Wellbeing. Every student at the College needs to be known personally by someone on the school staff. In a period when schools are being asked to play a greater role in supporting the special needs of students and their families, it is a major priority of the College to establish Wellbeing programs that are based on co-ordinated networks of care.

6.7 Co-ordinated and Supportive Organisational Structures

The effectiveness of our school's Wellbeing is directly related to the structural and organisational arrangements of the school. If the ideals of Wellbeing are to be achieved, pastoral structures must be collaboratively constructed, well co-ordinated, adequately resourced and subject to ongoing evaluation.

7. STRUCTURE OF WELLBEING

The Pastoral Leader is the foundation of the Wellbeing Program in the school. Through the efforts of each Pastoral Group Leader we know that every student in the school is known well. The effectiveness of this rests on the following:

7.1 The Pastoral Leader

- To oversee the implementation of an innovative wellbeing program that integrates the values of the Gospel and allows students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually.
- To ensure that within their Pastoral Group, strategies and processes developed under the direction of the Learning Leaders are implemented and focus on improving student outcomes and engagement.
- To develop and foster strong and viable working and pastoral relationships with students from the Pastoral Group and their families.
- Ensure the ongoing understanding and implementation of the College's Wellbeing policy including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.
- To affirm students and encourage them to meet challenges.
- To support the Year Level Learning Leader.
- To help promote and develop Year level spirit amongst the students.
- Be aware of relevant personal problems or difficult home circumstances.
- Be aware of students' academic progress.
- Be able to liaise with:
 - Learning Leader
 - Director of Wellbeing
 - Classroom teachers
 - Deputy Principal
 - Other members of staff
- To promote a positive relationship through regular contact with parents, where appropriate.

- Handle appropriate discipline problems referred by teachers and/or appropriate supervisors. It is acknowledged that each teacher accepts responsibility for his or her own discipline and pastoral care.
- To maintain their area in compliance with Occupational Health and Safety standards.
- Other specific duties outlined within role descriptions (within Staff Handbook)

7.2 The Learning Leader

- To oversee the implementation of an innovative and challenging curriculum and wellbeing program that integrates the values of the Gospel and allows the provision of opportunities for students to develop academically, physically, emotionally, socially and spiritually.
- To ensure that within their Year Level, the curriculum, wellbeing philosophy and practice are consistent with the College's Vision and Mission statements and the school's strategic plan.
- To ensure that within the Year Level, each student's academic, emotional and social progress is monitored.
- To ensure that within their Year Level, strategies and processes developed under the direction of the Learning Leaders Team and Learning Coaches team are implemented and focus on improving student outcomes and engagement.
- Provide high quality support to the staff, students and parents within their Year Level in the ongoing development and implementation of the College's Wellbeing Policy including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.
- To work with Pastoral Leaders, providing the necessary leadership and support to identify and analyse emerging student academic and wellbeing issues, and coordinate specialist advice on the range of appropriate interventions.
- Be able to liaise with:
 - Pastoral Leaders
 - Learning Leader
 - Educational Support Unit Leader
 - Director of Wellbeing
 - Classroom teachers
 - Deputy Principal
 - Other members of staff
- Report serious and mandated matters to the Principal.
- To develop a clear understanding of the Wellbeing policy for students and staff and ensure the rights and responsibilities of the students and staff are upheld.
- To maintain their area in compliance with Occupational Health and Safety standards.
- Other specific duties outlined within role descriptions.

7.2 The Director of Wellbeing

The Director of Wellbeing is responsible for consulting with parents and families about students who are at risk and arranging case meetings between parent/guardian and relevant others when required.

The **Director of Wellbeing**:

- keeps the Deputy Principal informed about such students and families;
- informs Learning Leaders of new students and indicating any special considerations which are appropriate for the student;
- ensures that appropriate information is passed on from one year level to the next;
- gives support to Learning Leaders in performing their duties.

Deputy Principal

The **Deputy Principal** is responsible to the Principal for leading and enhancing Student achievement, including the development of a Professional Culture incorporating Professional Learning, Performance and Development.

7.3 **The Deputy Principal**

- keeps the Principal informed about such students and families;
- informs Directors and Learning Leaders of new students and indicating any special considerations which are appropriate for the student;
- ensures that appropriate information is passed on from one year level to the next;
- gives support to Learning Leaders in performing their duties.

7.4 **The Subject Teacher**

is responsible for the Wellbeing of each student in their class by:

- showing respect for the human integrity for each person;
- carefully preparing and delivering appropriate learning programs;
- having regular contact with parents when a student is not performing according to ability or at the academic ability required;
- being responsible for class discipline and insisting on appropriate behaviour from each student in accordance with school policy.

7.5 **The Learning Coach**

- inspires students with a passion for learning;
- is a link between the subject teacher, the Learning Leader and the Director of Learning and Teaching
- ensures that the teaching/learning program is of the highest standard and caters for the full range of students;
- ensures that staff maintain a well-documented and resourced curriculum;
- ensures regular evaluations of units of work;
- distributes resources to subject teachers;
- ensures that assessment and reporting are integral components of teaching and learning;

- gives support to Learning Leaders and Pastoral Leaders in performing their duties.

8. EDUCATING FOR WELLBEING

The FCJ College Student Wellbeing Policy is founded on the premise that every member of the community will be cared for. Fundamental to the successful implementation of the Student Wellbeing Policy is the education of interested parties. This process will involve the school community of students, teachers and parents. Our aim is to build a positive environment by emphasising values of equality, respect, inclusion and self-discipline. Strategies used to achieve these goals could include activities similar to the ones outlined below.

Education for Students

- Camps and Retreats
- Modelling assertive behaviour as opposed to passive or aggressive behaviour.
- Educating students on the language and procedures involved in restorative justice
- Providing opportunities for student leaders to speak at assemblies on issues relating to Wellbeing and welfare
- Guest speakers
- Special activity days related to health/wellbeing
- Peer Support program for Year 7 and 10 students

Professional Development for Teachers

- Establishment of a sound understanding of the Student Wellbeing Policy, its procedures and responsibilities.
- Ongoing in-servicing on Restorative Justice principles and procedures
- Teachers and parents to undertake sessions with invited speakers.
- Effective communication with parents when dealing with breaches of the Wellbeing Policy.☐
- Integration of the values which underpin the Wellbeing Policy within units of work and teaching strategies

Awareness for Parents

- Explanation of the Wellbeing Policy through the College newsletter.
- Parent evenings to explain the policy and ways of communicating with the school to develop a good working relationships.
- Reference to Wellbeing Policy within Transition Evenings/Information Evenings to clarify expectations for parents and students.

COLLEGE/CAMPUS LEARNING LEADERS TEAM AND PASTORAL TEAMS

In order to develop a whole school approach to wellbeing, the College has established a Learning Leaders Team and six Pastoral Teams. These teams are accountable to the Principal through the Deputy Principal and members of the Executive Team and draw together existing priorities such as Positive Education. The teams meet on a regular basis (at least once per Term) to co-ordinate and review all College/Campus Wellbeing policies and practices. Major functions of these teams include, but are not limited to:

- Establish/review College structures relating to Wellbeing
- Develop skills amongst staff to enable the College to respond appropriately to student wellbeing needs.
- Review individual student concerns and adopt a whole-school approach to addressing needs
- Co-ordinate the care provided to individual students in need.
- Liaise with CEO Wellbeing Co-ordinator.
- Case management of high risk students.

STUDENT WELLBEING SERVICES

The College employs the services of: an Educational Psychologist; Counsellors; and First Aid Officer. These members of staff liaise with the Director of Wellbeing and the Deputy Principal and are responsible for the Wellbeing of particular students in need and will be in contact with students and parents through a system of:

- self-referral;
- referral from teachers, Learning Leaders and /or parents;
- working with teachers of students with difficulties;
- consulting with other agents where required;

- consulting and working with parents of students when appropriate;
- providing tangible support to Learning Leaders and Pastoral Leaders where students are at risk.

STUDENT EDUCATION SUPPORT & LEARNING SUPPORT OFFICERS

The Learning Diversity Coordinator, with the assistance of the Learning Support Officers, is responsible for the Wellbeing of those students with particular learning difficulties and will be in contact with students and parents through a system of:

- Referral by Learning Leaders and Learning Coaches
- Referral from Pastoral Leaders and subject teachers
- Working with integration students and students with learning difficulties
- Consulting with other agents where required
- Consulting with and working with parents
- Providing tangible support to subject teachers
- Provide leadership and support to staff.

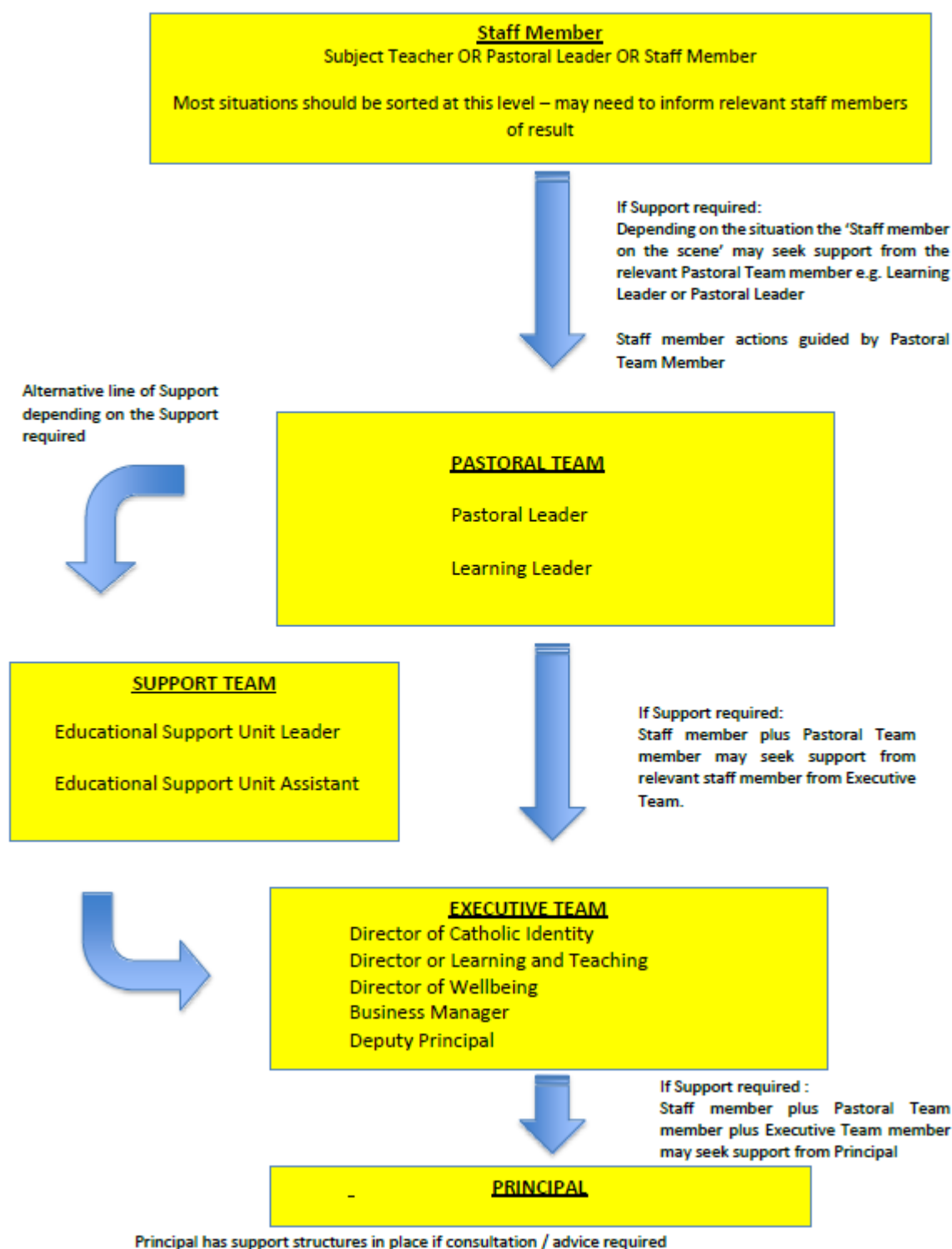
CRITICAL INCIDENTS

Members of the College Executive Team will be responsible for dealing with critical incidents and liaising with the Catholic Education Office Sandhurst.

STRUCTURE OF SUPPORT

A summary of the structures that exist within the College to support staff members in the dealing with students in a positive and effective manner.

FCJ STRUCTURE OF SUPPORT



BEHAVIOUR MANAGEMENT PROCEDURES

Although FCJ College encourages students to develop co-operative attitudes and respect for the person and property of others, as part of the overall educational objective of self-discipline, there will be occasions when various disciplinary actions must be undertaken to ensure adequate standards of behaviour. The College Student Wellbeing Policy is based on Restorative Justice principles aimed at bringing about behavioural change for individuals who do not abide by these expectations. The aim of restorative programs is to reintegrate those affected by wrongdoing back into the community as resilient and responsible members, thereby keeping the

College and wider community safe.

Suitable consequences which may be applied for failure to accept responsibilities include:

1. Warning through restatement.
2. Written work.
3. Lunch-time yard duty.
4. Lunch-time supervision.
5. Time-out
6. After-school detention.
7. Tracking Card.
8. Contract.
9. Suspension.

SERIOUS WRONGFUL BEHAVIOUR

Under the most serious and extreme circumstances, a change of school or a move to an alternative setting may be judged by the Principal to be the most appropriate means by which a student's wellbeing can be responsibly supported or restored. This is seen as a last resort after all other attempts to improve student behaviour have been exhausted, including suspension(s). At this point, influenced by the SSEB Guidelines for Student Behaviour Support and Intervention November 2011: the College Principal, together with the Deputy Principal, Learning Leader, parent(s) and child will meet to discuss alternatives, which may include:

- Negotiated transfer
- Work placement, with the option of a return to study at a later date
- Expulsion

Student Management Plan within Wellbeing Policy

From time to time in any community, relationships can be harmed when these rights, responsibilities and expectations are not respected and upheld. It is therefore essential that, as a community, we promote the resolution of conflict between community members and the restoration of relationships. The College Student Wellbeing policy is based on Restorative Justice and Positive Education principles. These stem from the belief that when relationships are harmed we must work with the students, teachers and parents involved to restore the relationships and bring about behavioural change.

The Student Management Plan is part of the Wellbeing Policy insofar as each seeks to promote a respectful, secure and healthy environment in which students grow to be discerning, self-disciplined and contributing members of society. Restorative Justice is a commitment to inclusiveness so that every attempt is made to reintegrate students whose behaviour falls outside of College expectations. It is a commitment to a high degree of discipline with clear limits and consequences coupled with a high degree of support and care. Restorative measures assist students to learn from their mistakes, reconcile their differences and resolve problems with others. All staff must be aware that Corporal Punishment is not permitted under any circumstances.

FCJ College, through this student management plan, aims to:

- To create within the College community an affirming climate that gives value to the Gospel teachings of love, compassion, tolerance, acceptance, forgiveness, reconciliation and justice
- To give expression to the relationships of faith, care and support that characterise the College's vision, ethos and practice
- To ensure that Restorative Practices are integral to and permeate the total environment and culture of the College
- To develop structures and practices that support the individual student and all members of the school community
- To promote resilience in both the person who is harmed in a given situation and in the person who causes the harm
- To assist those who cause harm to learn from their mistakes, reconcile their differences and resolve problems with others
- To guide the application of all student management at the College.

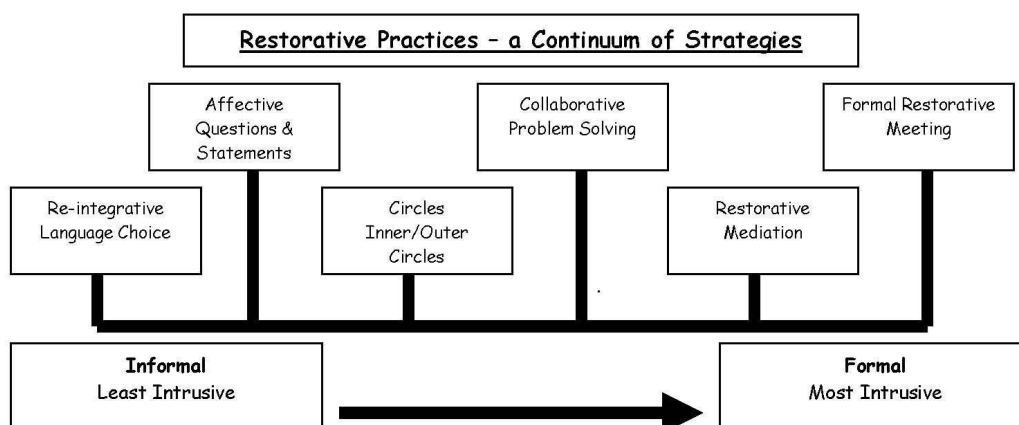
Restorative Justice Principles

In the traditional school, the focus is on rules and rule breaking with punishment as the primary intervention. In a Restorative School with a focus on Positive Education the focus is on relationships and how people are affected.

The aims of Restorative Justice within a Positive Education are to:

- Acknowledge that the responsibility to act justly is expected of all members of the school community.
- Seek, celebrate and affirm the giftedness within each person.
- Recognise that quality relationships are fundamental to effective learning and genuine pastoral care.
- Ensure correlation between the rhetoric of Gospel values and the reality as expressed in structures, procedures and practices.

A wide range of restorative practices exist for teachers when dealing with conflict, ranging from informal (low intrusive) practices to formal (high intrusive) practices:



Restorative Justice Questions

At the least intrusive end of the continuum is the language of choice. Teachers are encouraged to integrate this approach with their classroom management approaches that engage students in problem solving. This type of language engages the student with dignity, de-escalates the behaviour, heightens the young person's responsibility and reintegrates them back into the lesson or desired task. The language of choice uses the following questions to bring about change:

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same thing happens again, how would you behave differently?

These questions are asked without blame or being personal. In a Restorative conversation the teacher is absolutely clear about the inappropriateness of the behaviour and the effect that this behaviour has on others but this conversation is respectful and engaging. The focus is always on what needs to happen in the future to restore the relationship between those affected by the behaviour. Staff members are provided with professional development opportunities and resources to ensure that the use of restorative language is used as the language of choice when dealing with students who breach classroom and College rules.

Further along the continuum are strategies such as learning circles which teachers may use when dealing with a group issue in a classroom situation. At times, when the nature of the behaviour or action of a student is explicit, deliberate, and carried out with full knowledge, fairly strong consequences such as suspension may be required. When imposed, these should be viewed and explained as opportunities for reflection and growth on the part of all involved, ultimately aimed at assisting the student to make the necessary changes to facilitate his or her success at the College. These Restorative Mediation meetings are highly structured and involve the Deputy Principal or Principal, the Learning Leader and/or the Pastoral Leader, the student and the parent(s).

The key components of such a meeting are:

1. Keep a high degree of structure – establish purpose and process
2. Introduce each person and explain why they are there.
3. Ask student to talk about the behaviour, who was affected and how
4. Have each person talk about how they were affected. Interject when there is blaming, personal comments or dredging up of the past.

5. Talk about the student's strengths
6. Offer the student an opportunity to say something to any of the people at the meeting which will help in seeing a positive way forward.
7. Devise a plan for positive change that is realistic and achievable. Incorporate in the plan support people and the management of setbacks. The plan is not a contract that if broken, results in expulsion.

Student Management Levels

In order to identify clear limits and consequences to student behaviour, the student management plan recognizes (5) levels of student behaviour:

Level 1 Behaviours managed by classroom teachers (classroom protocols)

Level 2 Behaviours requiring a response from classroom teacher and/or Pastoral Leader

Level 3 Behaviours requiring a response from the Learning Leader

Level 4 Behaviours requiring a response from the Deputy Principal

Level 5 Behaviours requiring a response from the Principal

This plan clearly defines each level and provides examples of the types of behaviours categorised at each one. These examples are not an exhaustive list of every behaviour that may be displayed at every level within the plan. The response required from school personnel is also clearly defined. However, with any protocol dealing with student behaviour, there may be occasions when the discretion of the Teacher, Pastoral Leader, Learning Leader, Deputy Principal or Principal will be called in to play.

LEVEL 1

A. Behaviours

Level 1 behaviours refer to those that normally occur within the classroom/laboratory/workshop during a formal teaching situation. Therefore, the person who has primary responsibility for the management of those behaviours is the subject teacher scheduled to be with the class at that time.

FCJ College expects every subject teacher to create within each class group a productive learning environment: an environment which is orderly (i.e. class rules/procedures are clearly established and known by students and the group does not create difficulties for other adjoining classes - see 'Classroom Protocols'), purposeful (i.e. clearly focused on learning outcomes agreed by the teachers) and respectful of individual differences.

Time out Procedures for subject teachers:

If a student in your class is impacting on the learning of others, warn them that if this behaviour continues it is possible they will be timed out.

If, after that warning, the behaviour does not improve, the subject teacher is to tell the student that they will be timed out. The subject teacher is to then send another student (reliable) with a note to the front office or Learning Leaders's office with the following details:

- Request that a student be removed from class for.....(describe behaviour)
- The Name of the student
- The location of your class.

The staff member at the front office or Learning Leader will then attempt to contact the specific members of the Pastoral Team to tell them of the time out incident. If the relevant Pastoral Leader or Learning Leader/s is unavailable, then any available member of the Learning Leader Team will come and remove the student.

As soon as it is possible, and preferably on the same day, it is necessary for the subject teacher to call the parents of the Timed Out student to explain what occurred in class that resulted in the student being timed out. This call is an important part of the time out process and is NOT optional. This call is best made ASAP, so that you, the teacher, get to speak to the parents first. It is a proactive rather than reactive phone call that shows the parent you are concerned enough about the behaviour of their child to call them.

Before your next class with that student, the relevant member of the Pastoral Team will contact you to see how your call went with the parents, and to organise a time for you and the student to meet with the Learning Leader and /or Pastoral Leader for a Restorative meeting.

B. Classroom Protocols

In every class, teachers and students engage in co-operative instruction and learning. For this to happen there must be respect evident for, and courtesy shown to, every person in the class.

The following requirements are practical applications of the above:

1. Students are required to enter the classroom on time in an orderly manner and prepare for the class work. A student who arrives late is required to wait at the entrance to the class, apologise, briefly explain why they are late and ask permission of the teacher to join the class.
2. Students are required to bring all needed books and materials to class.
3. Students are required to meet safety regulations applying to particular areas. Such safety regulations may apply to:
 - (a) Protective clothing including appropriate footwear
 - (b) Tying back of hair
 - (c) Protective eye and ear requirements, as well as other safety procedures applying to particular rooms or activities.
4. Students may write on the class board only when asked to do so by the teachers. At the end of each class, teachers will ensure that class boards are left clean.
5. Students will wait until the teacher indicates that the class is dismissed before leaving the room.
6. Students will occupy a seat as directed by the teacher. Students will remain in their allocated places unless they have permission to move. At the conclusion of a class, the room will be left tidy and the original seating arrangements restored.
7. Students will only use their laptop or device when directed by the teacher. Laptops and computers will only be used for the learning activity as directed by teacher. Students must close their lap top when being addressed by their teacher.
8. Students will listen when a teacher or student is speaking. By listening and being supportive, students show openness to and respect for the opinions of others.
9. Students who wish to ask a question or comment in class will raise their hands and wait for the teacher's acknowledgement, except when the teacher establishes different rules for discussion.
10. Students will follow teacher's directions. Any discussion of the direction, except for clarification, will be left to a more convenient time. Continued disregard of teacher's direction will lead to an immediate consequence.

LEVEL 1 RESPONSES

1. Use of Restorative Justice Affective Questions. Immediate action to correct the behaviour.
2. Teacher-imposed sanction for classroom offences. These may include:
 - separation within the class (not outside the room),
 - keeping student back after class within a recess or part of lunch time
 - issuing a community service and,
 - in severe cases of student misbehaviour, time-out.
 - Contact parent/guardian

LEVEL 2

A. Behaviours

Level 2 behaviours refer to those behaviours that represent a disregard for basic school rules that allow for the proper functioning of the College as a community. Such behaviours cause inconvenience and additional work for others or show disregard for dress standards that the College Council has set for students. FCJ College expects that every member of staff exercise a supervisory role in drawing to the attention of students any Level 2 misdemeanours and in requiring that such behaviour ceases immediately.

Level 2 behaviours include:

- Books/Stationery – failure to bring required books/stationery items repeatedly to class.
- Failure to observe requirements that eating/drinking/chewing gum must not take place in buildings

(i.e. classrooms, library, laboratories, corridors) or in any place where the College is conducting a College activity, unless authorised.

- Make-up/Jewellery – failure to observe the rule regarding make-up/jewellery. All teachers have the right to confiscate any jewellery not permitted by College rules.
- Out of Bounds – being out of bounds during scheduled school time, including being in classrooms without a supervising teacher.
- Uniform requirements – failure to wear the College uniform as required (e.g. entering or leaving the College with a jumper as the outer garment, tie not done up correctly), including the uniform required for practical classes such as Physical Education, Technology (Wood, Textiles, Food) and VET Hairdressing.
- Punctuality – being late to school or class. Arrival at any time after the commencement Pastoral Group (AM) constitutes lateness to school. Arrival any time after the teacher has closed the door constitutes lateness to class.
- Littering – failure to dispose of unwanted food, papers and other refuse responsibly.
- Responsible use of mobile phones, iPods, ear phones, laptop computers and other personal electronic equipment. All teachers have the right to confiscate any items not permitted by College rules.
- Failure to follow directions regarding the use of computers or laptops including failure to follow teacher directions for the learning activity.
- Inappropriate public display of affection (holding hands, kissing, cuddling, etc).
- Homework – failure to complete home study and tasks set by the subject teacher.

LEVEL 2 RESPONSES

1. Use of Restorative Justice Affective Questions. Immediate action to correct the behaviour.
2. Teacher-imposed sanction for classroom offences. These may include separation within the class (not outside the room), keeping student back after class, issuing a community service and, in severe cases of student misbehaviour, time-out (as per College guidelines), phone parent(s)/guardian(s).
3. Continued/consistent Level 2 offences should be reported to the Pastoral Leader and Learning Leader. The Pastoral Leader or Learning Leader may seek to impose a sanction, e.g. After school detention, Community Service, deliver an informal warning, or phone parent(s)/guardian(s).

LEVEL 3

Behaviours

Level 3 behaviours refer to those more serious behaviours that need to be addressed by the Learning Leader. They demonstrate a serious disregard for the authority of teaching staff and for the rights of other members of the College community.

Level 3 behaviours include:

- Consistent failure to observe College rules.
- Minor theft.
- The destruction or defacement of property belonging to the College, a member of the College community, neighbours or visitors.
- Refusal to comply with reasonable request by school personnel.
- Disorderly conduct and behaviour which is disruptive of the orderly educational procedures of the College.
- Disruptive behaviour and /or cheating in exams.
- Computer infringement: Repeated Failure to follow directions regarding the use of laptop computers
- Smoking
- Possession, use, distribution of offensive material.
- Use of offensive language of any kind (this includes language which reflects poorly on sex, race, colour or religion of the person spoken to or about).

- Failure to co-operate with any enquiry into disciplinary matters.
- Taking part in games of chance for the express purpose of exchanging money.
- Failure to observe rules and code of ethics for technology users.
- Verbal harassment (non-sexual).
- Unauthorised absence from scheduled class/activity/College grounds.
- Unexcused absence (Truancy).
- Being on College grounds and/or within school buildings whilst on suspension.
- Repeated breaches of subject safety protocols, e.g. technology, science, food, physical education, sport, etc.

LEVEL 3 RESPONSES

1st Offence After school detention, apology (written/verbal) to individuals affected by behaviour.

2nd Offence Suspension for up to (2) days (internal or external) followed by interview with Deputy Principal and possible placement on a written contract and Behavioural Management plan.

3rd Offence Suspension for up to (3) days, followed by interview with Principal to discuss ongoing enrolment.

Once satisfied that a Level 3 offence has occurred, the Learning Leader will notify the parent(s)/guardian(s) of the student's misbehaviour and the consequences. The Learning Leader will also make arrangements for the consequence(s) to be applied.

Repeat violations of any Level 3 offence will necessitate a suspension. A letter signed by the Deputy Principal confirming dates of suspension and other penalties to be applied and requesting a conference with parent(s)/guardian(s) will be issued. The conference with the parent(s)/guardian(s) and student which will cover:

1. Nature of misbehaviour.
2. Consequences of repeated violations.
3. Offer/requirement to undergo counselling.
4. Placement on behavioural contract.

Copies of all detention letters, suspension letters and contracts must be placed on the student's file.

LEVEL 4

Behaviours

Level 4 behaviours refer to those behaviours that need to be addressed immediately by the Deputy Principal. They demonstrate a serious disregard for the authority of teaching staff and for the rights of others in the College or wider community:

Level 4 behaviours include:

- Failure to attend a scheduled detention without approval of the Learning Leader (less than 24 hours before the detention).
- Extortion or threat to inflict harm.
- Setting up other networks or Downloading illegal material
- Refusal to comply with reasonable request by school personnel (with offensive language directed at the staff member).
- Fighting -students who engage in physical contact for the purpose of inflicting harm on

another person(s).

- Raising a false alarm with emergency authorities (police, fire, ambulance).
- Physical Assault - physical attack by one person, or a group of people, upon another who does not wish to engage in the conflict and who has not provoked the attack. A person who finds himself/herself the victim of an assault has the right to defend himself/herself against the attack in such a manner as to safeguard himself/herself.
- Any behaviour which is severely disruptive and/or aggressive and/or violent, whether in class, on College grounds, travelling to or from the College, or to any College - related activity by a student identified as a member of the College community.
- Physical and/or sexual harassment.
- Major incident involving property. The taking of property not belonging to a student. Deliberate/negligent/wilful interference to the property/school work of another (including property belonging to the College or the community). The Sub-school leader and Deputy Principal will assess the incident as being 'major' on the basis of the value of the property involved and/or the level of inconvenience caused by the property offence.

LEVEL 4 RESPONSES

- | | |
|-------------------------|--|
| 1 st Offence | Immediate suspension of up to (3) days, apology (written/verbal) to individuals affected by behaviour, followed by an interview with the parents and the Deputy Principal and possible placement on a Behaviour contract |
| 2 nd Offence | Immediate suspension of up to (5) days, apology (written/verbal) to individuals affected by behaviour, payment of expenses if behaviour resulted in property damage; an interview with the parents and the Deputy Principal and placement on a Behaviour contract. |
| 3 rd Offence | Immediate suspension of up to (2) weeks (SSEB regulations suggest 9 max maximum for year) , followed by interview with Principal to discuss ongoing enrolment. |

Once satisfied that a Level 4 offence has occurred, the Deputy Principal will notify by telephone the parent(s)/guardian(s) of the immediate suspension from the College by their son/daughter.

A letter signed by the Deputy Principal confirming dates of suspension and other penalties to be applied and requesting a conference with parent(s)/guardian(s) will be issued. The Conference between the Deputy Principal, Principal or Sub School Leader and Parent(s)/Guardian(s) and student will cover the following matters:

1. Nature of misbehaviours.
2. Consequences of any repeat violation.
3. Signed Agreement to prevent further occurrence. Any further offence will result in an enrolment review by the Principal.
4. Referral to Counsellor or other support agency, if appropriate.
5. Referral to appropriate authorities, if appropriate.

Copies of all detention letters, suspension letters and contracts must be placed on the student's file.

LEVEL 5

Behaviours

Conforming to the Education Act 1958 (Education Regulations, 1988) the Catholic Education Commission of Victoria proposes that a serious offence should be defined as activities or behaviours which:

1. Seriously undermine the ethos of the Catholic School or;
2. Consistently and deliberately fail to comply with any lawful order of the Principal, Deputy Principal, Sub-school leader or Teacher.
3. Are offensive or dangerous to the physical or emotional health of any staff member or any student or;
4. Consistently and deliberately interfere with the educational opportunities of other students.

Level 5 behaviours include:

- Arson or attempted arson.
- Possession or use of dangerous and/or hazardous goods, e.g. fireworks, explosives, etc.
- Bomb threat.
- Use, possession, selling or being under the influence of alcoholic beverages or any other illegal substances.
- Aggressive misbehaviour towards any school employee - physical contact or threat of physical contact, harassment, intimidation, with the intent of doing harm, or generating fear and/or anxiety. Also covered would be attempts to damage personal/professional reputation by making defamatory statements on social media sites and other forums.
- Possession and/or use of a weapon.
- Repeated disregard of school rules (excessive detentions and/or days suspension).

LEVEL 5 RESPONSES

Once satisfied that a Level 5 offence has occurred, the Deputy Principal will notify by telephone the parent(s)/guardian(s) of the immediate and indefinite suspension from the College of their son/daughter. This notification will take place after consultation with the Principal.

The suspended student will be required to take home all books and other possessions.

A letter signed by the Principal will be sent home outlining the reasons for the suspension and requesting an urgent interview with parent(s)/guardian(s).

At the interview, the College actions will be outlined and the student's future discussed. An assisted transfer to another school/educational institute may be a consideration.

Copies of all detention letters, suspension letters and contracts must be placed on the student's file.

9. SWPBS

FCJ College are adapting a School Wide Positive Behaviours in School Framework and will be rolled out in 2023.

Responsible Officer	Principal
Approving Body	FCJ College Council
Approval Date	July 2023
Risk Rating	High
Date of Next Review	June 2025