



Nazareth College Behavioural Management Policy P6.3

Preamble

At the centre of our College Community is the person of Jesus Christ. In the way all members of the community treat each other, we are mindful of the sacredness of each individual being a 'Temple of the Holy Spirit' (1 Corinthians 6:19). Created in 'the image and likeness of God' (Genesis 1:27) each person has an innate dignity, beauty and goodness that calls for a level of deep reverence in the way we relate to each other.

The Nazareth College Community is modelled on the Nazareth Community of the Holy Family. Jesus, Mary and Joseph lived many years together of quiet, prayerful, humble work, where they completed their daily tasks with great love, generosity, dedication and self-sacrifice. As such the Nazareth Community is called to be a Community where people work together to develop their human gifts and talents and love and serve each other generously. It is a Community developing the faith, wisdom and knowledge of all members.

Rationale

It is inevitable in our Community that there will, at times, be errors of judgement and inappropriate behaviours. At Nazareth we understand this as a part of our human condition and an opportunity for learning, and growth. Following the example of Jesus the Nazarene, our community is one of forgiveness. We seek to reconcile damaged relationships, and see this as an opportunity to strengthen our Community.

Teachers have the right to teach and students have the right to learn. Sometimes a student's behaviour can be disruptive to the teaching and learning process, disrespectful of school rules and codes of conduct, and/or harmful to the wellbeing and safety of the College Community. In this context, behaviour management processes ensure that harmful or unacceptable behaviours are addressed using an educative and restorative approach.

When students do not behave in line with the College's expectations, the College follows a restorative process (Refer Appendix One). This approach helps students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others and reconcile and resolve conflict with others.

Under no circumstances will Corporal Punishment be used at Nazareth College

Aims

At Nazareth College we hold the care, safety and wellbeing of our students as a central and fundamental responsibility of our College. Our commitment is drawn from, and inherent in, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Behaviour Management at Nazareth seeks to protect personal and community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, promote the common good and enhance teaching and learning. The Behavioural Management procedures of Nazareth College also endeavour to promote and maintain an environment that is orderly, safe, welcoming, healthy



Nazareth College Behavioural Management Policy P6.3

and respectful for all members of the Community. We aim to effectively implement our Behavioural Management processes by providing a united and consistent approach.

Nazareth's Behavioural Management procedures are designed to assist with protecting the rights of all and prevent behaviour that is inappropriate and likely to lead to future problems. We aim to promote self-discipline and positive approaches to the development of acceptable behaviour in students. To assist students to grow in self-discipline, we present them with a number of rules and standards in order to maintain an atmosphere conducive to learning. The purpose of the rules is to educate students to a reasonable level of understanding of acceptable conduct and are based on civic behaviours. Students are accepted into Nazareth College on the understanding that they are prepared to become familiar with, accept and act in accordance with Gospel values which are the foundation of the College Community.

We believe that the responsibility for growth and development of each child is a partnership between teachers, parents and students. Therefore, our Behaviour Management Policy recognises that all members of the College Community have certain rights and responsibilities.

Rights and Responsibilities

Members of the Nazareth Community have the following **rights**:

- To be happy and treated with understanding;
- To be treated with respect;
- To express opinions and disagree with others in a respectful manner;
- To expect personal property to be safe;
- To have a pleasant, clean and well-maintained school environment;
- To participate in and support the Religious Education program of the College;
- Abstain from all dangerous, threatening or illegal activities.

Students at Nazareth have the following **responsibilities**:

- To treat staff and fellow students with understanding and respect;
- Respect the right of every individual to learn;
- To obtain maximum benefit from all lessons and classes;
- To make the College safe by not threatening or hurting others, physically, verbally or by the inappropriate use of offensive or intimidating behaviour;
- To not steal, damage or destroy the property of others;
- Behave in a responsible manner, enabling all to feel safe and respected;
- Co-operate with teachers' instructions and College policies and procedures;
- Show respect for school property and keep the environment safe and tidy;
- To ensure that lessons proceed without interference and that you complete school work and homework to the best of your ability;
- Wear the correct College uniform as required and, as a representative of the school, behave in a manner which brings credit to yourself and the College;



Nazareth College Behavioural Management Policy P6.3

- To be punctual, attend school regularly and fully support College activities as this assists with developing positive behaviours;
- To not smoke, take alcohol or drugs and not encourage others to do so.

Staff at Nazareth College have the following **responsibilities**:

- To be aware of the Behaviour Management strategies;
- Conduct restorative meetings between students where required;
- To implement a positive Behaviour Management approach based on restorative justice;
- To make lessons clear, relevant and engaging. This is the best way to avoid behavioural incidents taking place. If you are experiencing difficulties with your class, please contact the Head of House, or Learning Leader;
- Monitor student data on wellbeing and behaviour through behavioural tracking, attendance and academic results;
- Implement positive behaviour booklets for students displaying challenging behaviours;
- Communicate with families regarding student behaviour, engagement and management;
- Use whole school processes to identify and respond to individual students requiring additional assistance and support.

Definitions

Behavioural Incidents

All occasions when a student interrupts the learning of another student or inappropriate civic behaviour.

Procedural Fairness

Nazareth College will make every effort to find the truth, act fairly, be impartial and not make judgments or assumptions in the decision-making process regarding Behaviour Management concerns to ensure that procedural fairness is maintained. The rights of all individuals will be protected and each person will be given an opportunity to tell his/her side of the story. Each incident will be dealt with on its facts and natural justice principles will always be considered.

Lunchtime Community Service

A student spends half of their lunchtime on a nominated day to participate in Community Service activities, enabling the student to give something back to the College Community.

After School Community Service

Student remains at school for an hour on a nominated day to complete reflective writing and /or participate in Community Service activities, enabling the student to give something back to the College Community. After School Community Service may also be used at the discretion of the Behaviour Support Team for other one-off incidents.



Nazareth College Behavioural Management Policy P6.3

When a Head of House (or nominee) places a student on After School Community Service (ASCS), they must:

1. Inform the student that they will be on After School Community Service and the reasons for the ASCS. After School Community Service is not to be for lack of work or failure to complete homework. They are for disrupting the learning of others, aggressive / intimidating behaviour and a lack of respect for the learning environment.
2. Notify Administration via email of the ASCS. Administration will ensure the student is placed on the After School Community Service roster, the ASCS will be mailed and parent/guardians will receive at least 24 hours notice.

In School Suspension (ISS)

A student is isolated from other students to complete suitable class work. Parents are informed of reason/s for ISS, and a meeting to discuss the issues is organised with the Head of House (or nominee). ISS is supervised and occurs in a safe and visible location. If students miss any work during the time of ISS it is their responsibility to follow up with the class teacher.

External Suspension

Is when a student is barred from taking part in any school activities for a specific period of time. Students are required to take work home during suspension and to complete restorative reflective writing. Students are responsible to follow up on work missed. Prior to the student returning to school, the behaviour support team co-ordinates a re-entry meeting with all stakeholders.

Behaviour Support Team

In accordance with CEM Policy 2.26 'Pastoral Care of Students in Catholic Schools', to deal with serious offences, appropriate people will be called together by the Principal to determine the appropriate course of action. This group of people is the 'Behaviour Support Team' and it provides a forum for collaborative decision-making, in light of civil, diocesan, school and, most importantly, pastoral accountability.

Behaviour Management at Nazareth College

Behaviour Management of students flows out of the Christian understanding of the human person. In all situations, staff are to seek the good of the student involved and the College Community. At the heart of any correction of a student, and any consequence for inappropriate behaviour should be the desire for the student to develop their God-given gifts and talents to the full and to restore any damaged relationships. Any correction or consequence must be given with the intent of helping students grow as a human being made in the image and likeness of God.

Teachers plan and implement classroom management plans, outlining consequences for inappropriate behaviour as well as reinforcing positive behaviour. Student Behaviour Management is based on Behaviour Modification. Students are encouraged to behave



Nazareth College Behavioural Management Policy P6.3

appropriately within the classroom (allowing learning to take place) and will receive a consequence if they do not.

Individual teachers are encouraged to take responsibility for the allocation of appropriate sanctions for students whose behaviour is unacceptable and impinges on the rights of others. In situations where Heads of House and other senior staff are involved, it is essential that the individual teacher who has reported the behaviour is actively involved in determining and implementing the sanction as this involvement helps to reinforce the individual teachers professional standing in the eyes of the student.

General Behaviour Management Principles

1. Discussions between staff and students will be conducted in a discreet and respectful way. However, where there is a perceived risk to the safety of the student or others in the community, confidentiality will be appropriately waived.
2. When a student needs to be censured for his / her behaviour, it is important that he / she is treated in a dignified and respectful manner. Consequences, if given, will reflect the circumstances of the incident and will aim to aid the growth of the individual.
3. Behaviour incidents will be recorded on SIMON – the Student Management database. Appropriate members of the Wellbeing Team will be notified and monitor each student. Pastoral Teachers are informed of incidents of students in their pastoral group automatically when recorded on SIMON. All behavioural incidents are monitored by Heads of House and Directors of Wellbeing through the fortnightly Student Support Meetings.
4. To be consistent with Nazareth College's implementation of Positive Behaviour Support, positive behaviour will be encouraged at all times by the College Community.
5. Nazareth College will communicate and collaborate with external agencies eg CEM for additional assistance in dealing with specific Behaviour Management issues.

Responding to Unacceptable Behaviour

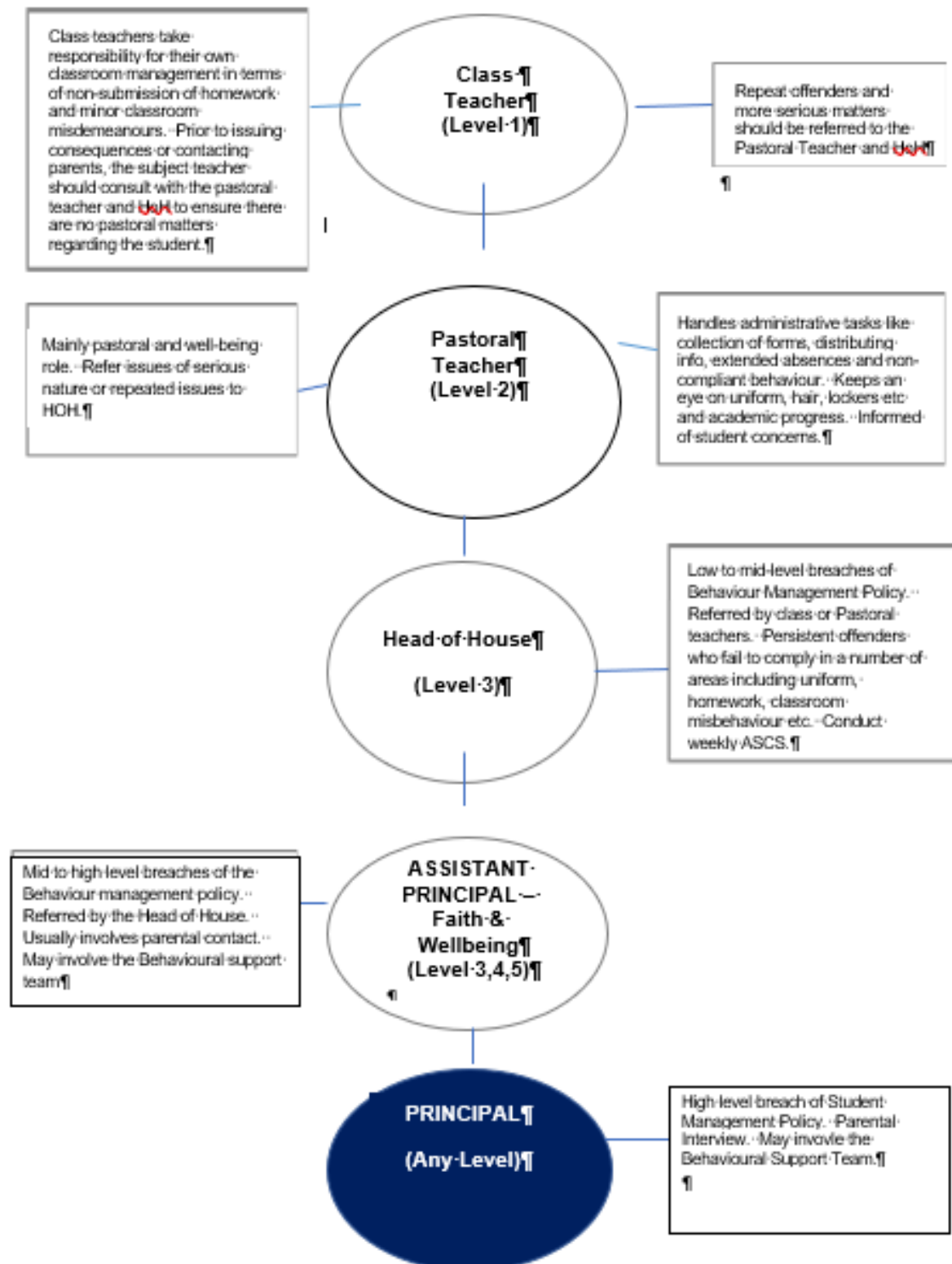
Positive Behaviour

Redirecting behaviour – Students will be reminded of the expected behaviour and will be asked to think about how they might be able to act more safely, more responsibly or more respectfully. This will encourage self-reflection and ownership of behaviour.

Targeted behaviour support – Students identified as requiring more targeted support to assist them in meeting expected behaviours will receive increased opportunities to receive academic and/or wellbeing or other support as required.

Intensive behaviour support – Students requiring more intense support may be referred to a key Leader or School Counsellor. The aim is to facilitate a plan with the student and parent/guardians to develop appropriate behaviour and monitor the impact and adjustments required. Nazareth may require parents/guardians to seek external professional advice to plan for the needs of their child. Parents are expected to cooperate with this request.

STUDENT BEHAVIOUR MANAGEMENT FLOW CHART





Behavioural Procedures

When a behavioural incident occurs, the following guidelines, processes and consequences, (refer Appendix 2) all of which are consistent with CEM Pastoral Care guidelines will occur:

Class teacher

The Class Teacher has responsibility for the students entrusted to them in their classes. Their role of ensuring the learning, development and wellbeing of each individual means that in their classroom they have the primary responsibility for the pastoral care of the students. Managing the learning opportunities and progress of all class members, also means being aware of changes in students' behaviour, and addressing behaviour that affects their learning, safety or wellbeing and that of the class.

LEVEL 1

Level One behaviours are generally defined as those which interrupt the normal classroom routine and college expectations. In these instances, initial responsibility rests with the class teacher. The staff member has a responsibility to ensure all students are given the opportunity to learn and complete all work and learning activities to the best of their ability.

Examples of Level One behaviours:

- Disruption to the learning of others through inappropriate talking;
- Failure to utilise work time in class;
- Failure to work to best of their ability;
- Failure to complete homework/classwork;
- Lack of punctuality to class;
- Offensive language;
- Littering;
- Not having the appropriate materials to be able to participate in class;
- Not having their student organiser;
- Inappropriate use of digital device in class;
- Incorrect or inappropriate uniform;
- Unduly rough behaviour in class;
- Cheating in a test;
- Plagiarism or copying another person's work in an assessment task.

The class teacher most typically manages level one behaviours and may any of the following:

- A vital element in this process is that the teacher follows up with the student after class using restorative justice type questions as this is part of the restorative process;
- Inform the student of the inappropriate behaviour;
- Relocate the student in the classroom or yard;
- Asking a student to step outside;
- Speak to the student about the consequences of the behaviour;
- Put in place an action to try and repair any damaged relationships;



Nazareth College Behavioural Management Policy P6.3

- Keeping a student in after class to discuss behaviour;
- Confiscating inappropriate items;
- Clearly stating the expectations of the class;
- Asking students to stop disrupting the class learning;

- Warning the class if multiple people are causing the disruption;
- Email/Phone call to parents to discuss behaviour;
- Written or verbal apology;
- Community service;
- Requiring a student to re-sit a test/re-submit a work task;
- Entering behavioural incidents on SIMON.

Pastoral Teacher

When there has been repeated behaviour of an inappropriate manner, or students are not working to their potential and/or disrupting the learning of others, this will be communicated to the Pastoral Teacher. The Pastoral Teacher has the primary responsibility for the overall pastoral care of the students in their Pastoral Group. They closely follow the academic progress of students as well as their attendance, uniform, punctuality and wellbeing. Their role is to be the shepherd of these students. Any notable changes (positive and negative) in behaviour, work output and results will be communicated with parents.

LEVEL 2

Level Two behaviours are defined as those which interrupt the normal classroom routine and general College expectations. When students are exhibiting Level Two behaviours, this will be reported to the Pastoral Teacher so that these concerns can be discussed with the student, as well as parents/guardians contact and consequences determined (if appropriate) for the behaviour.

Some examples of Level Two behaviours include:

- Repeated Level One behaviours;
- Continual lack of punctuality;
- Sustained failure to complete set work;
- Repeatedly late for Homeroom;
- Inappropriate use of student organiser;
- Being out of bounds;
- Ongoing inappropriate uniform;
- Racist language;
- Bullying;
- Minor theft;
- Forging the signature of a parent or guardian;
- Sustained disrespectful behaviour;
- Intimidation between students.



Nazareth College Behavioural Management Policy P6.3

For these behaviours, the Pastoral Teacher needs to work with and pass on details of the behaviour to the Head of House for support and follow up and may use some of the following:

- Speak to the student about the consequences of the behaviour and the people affected;
- Put in place some action to try and repair damaged relationships;
- Put a note in the student organiser informing parents of the situation;
- Phone call to parents;
- Meeting with parents;
- Written/verbal apology;
- Lunchtime community service;
- Afterschool community service;
- Enter behavioural incident on SIMON.

Heads of House

Heads of House are responsible for overseeing the Pastoral Groups in their Houses and supporting the Pastoral Teacher. The Head of House follows up on serious incidents and advocates for students in their House when there is a need. With the Pastoral Teachers, they are responsible for the students particularly 'at risk' in their House. They also confer with the School Counsellor and Assistant Principal Faith and Wellbeing to create and implement management plans for students with significant well-being/behavioural concerns.

The Head of House informs relevant staff of information (whilst respecting the dignity of the student) to achieve the best teaching and support of these students. Whilst dealing with the organisational and strategic operations of their House, the Head of House also has a special role of 'Shepherd' to their House and, in particular, those who are identified as vulnerable or who have additional needs. Heads of House take as their role model Jesus who came 'not to call the virtuous' (Luke 5:32) but 'so that no one will be lost' (John 6:39). His mission embraced 'the sinners'. For a Head of House, this means being present, listening to, understanding and healing. It also means correcting and leading students to make prosocial choices.

LEVEL 3

These behaviours are more serious and are managed by the Head of House (or nominee) and can include:

- Consistent failure to comply with school rules;
- Minor theft;
- Acts of or threats of physical violence;
- Repeated absence from school or school events;
- Smoking in uniform;
- Possession of offensive material;
- Challenging the teacher's authority;
- Sustained failure to comply with teacher directions;
- Sustained intimidation amongst students;
- Serious acts of deliberate vandalism against school property;



Nazareth College Behavioural Management Policy P6.3

- Issues of concern occurring across the whole of the level.

For these behaviours, the Head of House manages the student and consequences, and shares the details of the behaviour, consequence and follow up with the Assistant Principal Faith and Wellbeing. For Level Three behaviours, some of the following consequences may be used:

- Speak to the student about their behaviour and how the behaviour has had an impact on other students;
 - Put in place some form of restorative practices to attempt to repair damaged relationships;
 - Phone call to parents;
 - Meeting with parents;
 - Referral of students to the College Counsellor or external counselling;
 - Organise support groups for students with difficulties;
 - Lunchtime/Afterschool Community Service;
-
- Verbal/written apology;
 - Behavioural Management booklet;
 - Enter behaviour incidents on SIMON.

Assistant Principal Faith and Wellbeing

Leads and supports the Heads of House, Pastoral and Wellbeing Team. The Assistant Principal also works closely with the College Counsellor to create and oversee the development of and implementation of student management plans for students at high risk. They deal with high level behavioural issues and serious incidents.

LEVEL 4

Level Four behaviours pose a serious threat to the safety and wellbeing of the Nazareth Community (and to the reputation of the College in the Community).

Level Four is also for students who have been consistently struggling to, or make the choice not to, comply with school rules. More extensive options and plans for the good of the student and the Nazareth Community need to be explored. Some examples of Level Four behaviours include:

- Repeatedly choosing not to comply with school rules after plans have been made by the Head of House to try and address the problems and improve a given situation;
- Actions and behaviours that endanger the physical and mental wellbeing of students;
- Continued serious behavioural issues across the range of levels;
- Possession of illicit substances;
- Threats or actual acts of violence;
- Theft or destruction of property;
- Sustained failure to comply with directions and College expectations;
- Threatening behaviour towards a staff member.



Nazareth College Behavioural Management Policy P6.3

For Level Four behaviours some of the following consequences may occur:

- Speak to the student about their behaviour and how people have been impacted on;
- Put in place some action to try and repair any damaged relationships;
- Meeting with parents to discuss serious nature of incident;
- Behaviour Management report booklet;
- Afterschool Community Service;
- In school suspension;
- Refer students to the College Counsellor or external counsellors;
- External suspension;
- Target programs to meet the needs of the student;
- Behavioural agreement to re-enter into class;
- Enter incidents on SIMON.

LEVEL 5

Level Five behaviours are the most serious behaviour offences and are dealt with by the Assistant Principal Faith and Wellbeing, in consultation with the Principal and members of the Behaviour Support Team.

Nazareth College, in line with The Catholic Education Commission of Victoria (CECV), notes that a serious behaviour offence are activities or behaviours of a student which:

- Seriously undermines the ethos of Nazareth College;
- Are offensive or dangerous to the physical or emotional health of any student or staff member;
- Consistently and deliberately fail to comply with the reasonable directions of a teacher, staff member, Assistant Principal, Deputy Principal or Principal;
- Consistently and deliberately interfere with the educational opportunities and endeavours of other students;
- Pre-meditated assault on a member of the Nazareth Community;
- Sexual harassment of another member of the Nazareth Community;
- Threat of/or act of violence towards a staff member;
- Student sexual offending refers to sexual behaviour that is led by a student 10 years and over which may amount to a sexual offence. This must be reported to Victoria Police. For further advice, refer to Identifying and Responding to Student Offending and the Four Critical Actions: Identifying and Responding to all Forms of Child Abuse in Victorian Schools. Staff should inform the Principal and seek further advice from the School's Child Safety Officers for further support determining the correct process and outcomes.

In accordance with CEM Policy 2.26 'Pastoral Care of Students in Catholic Schools', when it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the College Community, the Behaviour Support Team provides a forum for collaborative decision-making, in light of civil, diocesan, school and, most importantly, pastoral accountability (Refer Serious Behaviour Offences Policy).

For Level Five behaviours, some of the following consequences may occur:



Nazareth College Behavioural Management Policy P6.3

- Meeting with student to discuss the seriousness of the behaviour and who is impacted;
- Meeting with student and parents to discuss enrolment;
- After School Community Service;
- Refer students to community organisations for assistance and support;
- External suspension;
- Negotiated transfer;
- Expulsion;
- Informing the Police if the behaviour is a criminal offence.

Nazareth College – Student Behavioural Procedures

Level	Typical Behaviours	Possible Response
Incident Recording	<ul style="list-style-type: none"> • Incident recording only 	<ul style="list-style-type: none"> • This is to be used by staff that want an Incident recorded on SIMON but have dealt with the behaviour and given a consequence. • Restorative conversation
LEVEL ONE INCIDENT (class Teacher)	<ul style="list-style-type: none"> • Disruption to the learning of others through inappropriate talking • Failure to utilise work time in class • Failure to work to best of their ability • Failure to complete homework/classwork • Lack of punctuality to class • Offensive language • Littering • Not having the appropriate materials to be able to participate in class • Inappropriate use of digital device in class • Incorrect or inappropriate uniform • Unduly rough behaviour in class • Cheating in a test • Plagiarism or copying another person's work in an assessment task 	<ul style="list-style-type: none"> • Inform the student of the inappropriate behaviour • Relocate the student in the classroom or yard • Speak to the student about the consequences of the behaviour • Put in place an action to try and repair any damaged relationships • Keep the student in after class and speak to them • Confiscating inappropriate items • Phone call to parents • Written or verbal apology • Community service • Requiring a student to re-sit a test • Temporary relocate to another class/work area • Requiring a student to re-submit a work task • Entering concerns on SIMON for repeated Level One behaviours
LEVEL TWO INCIDENT (Pastoral Teacher)	<ul style="list-style-type: none"> • Repeated Level One behaviours • Continual lack of punctuality • Sustained failure to complete set work • Repeatedly late for homeroom • Inappropriate use of student organiser • Being out of bounds • Ongoing inappropriate uniform • Racist language • Bullying • Minor theft • Forging the signature of a parent or guardian • Sustained disrespectful behaviour • Intimidation between students 	<ul style="list-style-type: none"> • Behavioural Track Incident (Level Two) recorded on SIMON. • Put in place some action to try and repair damaged relationships • Speak to the student about the consequences of the behaviour and all the people affected (restorative conversation) • Put a note in the student organiser informing parents of the situation • Phone call to parents • Meeting with parents • Written/verbal apology • Community service • Lunchtime community service • Afterschool community service • Lunchtime/Afterschool CS letter produced.



Nazareth College Behavioural Management Policy P6.3

<p>LEVEL THREE INCIDENT (Head of House)</p>	<ul style="list-style-type: none"> • Consistent failure to comply with school rules • Theft • Acts of physical violence • Repeated absence from school or school events (where this has already been dealt with by a students' hrt) • Smoking in uniform • Possession of offensive material • Challenging of the teacher's authority • Sustained failure to comply with teacher directions • Sustained intimidation between students • Serious acts of deliberate vandalism against school property • Skipping a lesson 	<ul style="list-style-type: none"> • Behaviour Track Incident (Level Three) recorded in SIMON. • Speak to the student regarding expectations and the incident (restorative approach) • HoH to record LT/AS CS on SIMON • Phone call home, CS letter produced • Behaviour management booklet and other tasks as directed by supervising teacher. On ASCS • Put in place some action to try and repair any damaged relationships (such as restorative practices) • Referral of students to Counsellor • Organise support groups for students with difficulties • Issuing afterschool Community Service • Issuing in-school suspension • Verbal/written apology • Incidents in this level can result in lunchtime or after school Community Service • Behavioural Agreement drawn up by HOH/Assistant Principal and signed by student and parents • Accumulated Level Three incidents may result in a student/parent interview with Assistant Principal
<p>LEVEL FOUR INCIDENT (Assistant Principal)</p>	<ul style="list-style-type: none"> • Repeated struggling to, or choosing not to, comply with school rules after plans have been made by the head of house to try and address the problems and improve a given situation • Actions and behaviours that endanger the physical and mental wellbeing of students • Continued serious behavioural issues across the range of levels • Possession of illicit substances • Threats or actual acts of violence • Theft or destruction of property • Sustained failure to comply with directions and college expectations • Threatening behaviour towards a staff member 	<ul style="list-style-type: none"> • Behavioural Track Incident (recorded in SIMON) • Speak to the student about the consequences of the behaviour and all the people affected • Put in place some action to try and repair any damaged relationships • Meeting with parents to discuss enrolment • Behaviour Management report booklet • After school Community Service • Refer student to counselling • Target programs to meet the needs of the student • Internal/External suspension • Parent Meeting held • Behavioural Agreement drawn up by HOH/Assistant Principal and signed by student and parents. • Principal discretion for re-entry



Nazareth College Behavioural Management Policy P6.3

<p>LEVEL FIVE INCIDENT (Principal and Behaviour support team)</p>	<ul style="list-style-type: none"> • Seriously undermines the ethos of Nazareth College • Are offensive or dangerous to the physical or emotional health of any student or staff member (eg Illicit possession and use of drugs, illicit use of prohibited weapons) • Consistently and deliberately fail to comply with the reasonable directions of a teacher, staff member, Assistant Principal, Deputy Principal or Principal • Consistently and deliberately interfere with the educational opportunities and endeavours of other students • Pre-meditated assault on a member of the Nazareth Community • Sexual harassment of another member of the Nazareth Community • Threat of/or act of violence towards a staff member • Student sexual offending 	<ul style="list-style-type: none"> • Meeting with student to discuss the seriousness of the behaviour and who is impacted • Meeting with student and parents to discuss enrolment • After School Community Service • Referral to outside authorities • Refer students to Community Organisations for assistance and support • Behavioural Agreement • External suspension • Negotiated Transfer • Expulsion • Informing the Police if the behaviour is a criminal offence
--	---	---



Nazareth College Behavioural Management Policy P6.3

Documentation

- Behavioural incidents are recorded on our Learning Management System (SIMON). Subsequent incidents may result in further consequences.
- Notes may be taken and added to a student profile to ensure tracking of concerning behaviour is monitored.
- The Behaviour Management policy is available on PAM and the College website.
- Heads of House or Assistant Principal (or nominee) will communicate to parents if there are behavioural incidents at Levels 3, 4 or 5.
- Parents can identify if a low-level incident has occurred by monitoring their child's profile in the PAM account.
- Levels 1 and 2 behavioural incidents will be communicated to parents when the behaviour is constant or has begun to escalate.
- Parents will receive a written letter for lunchtime or after school Community Service.
- Repeated offences – even of a minor nature – may move to a higher level.
- Teachers and students need to be aware of the level at which a behavioural incident is being treated.
- The descriptors are not exhaustive nor prescriptive but should be used as a guide.
- Individual circumstances must be considered when dealing with behavioural incidents.
- Consistency across the school is important.

Relevant Legislation

- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education and Training Reform Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic)
- Occupational Health and Safety Act 2004 (Vic.) (OHS Act)

Related Policies & Procedures

- CEM Policy 2.26, Pastoral Care of Students in Catholic Schools
- CEM Guidelines for Student Behaviour Management
- CECV Positive Behaviour Guidelines
- Nazareth College Duty of Care Policy
- Nazareth Anti-Bullying Policy

Review

The policy will be reviewed every three years or as relevant legislation changes.

Principal: Sam Cosentino

Signature:

Date: June 2020



APPENDIX 1

WHAT ARE RESTORATIVE PRACTICES?

Restorative practices are those which recognise the importance of relationships in achieving optimal outcomes for student learning. They seek to build relationships in the College Community while, at the same time, encouraging individual self-efficacy, resilience and personal accountability for behaviour.

They recognise the factors which may cause relationships to break down, and try to mitigate these factors. When relationships are adversely affected by the behaviour of one party or more, they concentrate on repairing the harm caused and on restoring the relationship. In this way, incidents of misbehaviour provide 'an educative opportunity for repairing the harm and fostering more socially responsible relationships and behaviours that take others' perspectives into account' (*National Safe Schools Framework, p.11*).

WHAT RESTORATIVE PRACTICES ARE NOT?

The use of restorative practices does not involve a *laissez-faire* approach to inappropriate behaviour. Rather, explicit expectations are set regarding conduct which respects persons and property. However, if these expectations are contravened, the focus is on restoring the relationships which have been affected and repairing the harm caused, rather than concentrating on punishment for the wrongdoing. For this reason, social exclusion, while sometimes necessary for the sake of the community, is only a last resort, not a preferred option.

SOME GUIDELINES FOR RESTORATIVE PRACTICES

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



Nazareth College

Behavioural Management Policy

P6.3

APPENDIX 2 NAZARETH COLLEGE DISCIPLINE GUIDELINES (Embedded into SIMON)

Level	Code	Examples of Behaviour	Suggested Responses
1	0101 0102 0103 0104 0105 0106 0107 0108 0109	<ul style="list-style-type: none"> • Off task behaviour in class • Uniform infringement in the school grounds • Littering • Disrupting the learning environment • Non completion of classwork or homework • Disrespectful behaviour • Spitting • Offensive language • Failure to follow teacher direction • IPAD misuse • Late to Class/School • Inappropriate use of technology 	<ul style="list-style-type: none"> • <u>Class Teacher</u> • Verbal correction or warning • Relocation of student to another part of the room or yard • Lunchtime Community Service • Discussion with student at Recess / Lunch • Pro forma letter home regarding outcomes • Written or verbal apology • Temporary relocation to another class
2	0201 0202 0203 0204 0205 0206	<ul style="list-style-type: none"> • Sustained failure to complete set tasks • Uniform infringement ongoing • Racist language • Sustained failure to comply with reasonable directions • Intimidation between students • 3 x Lateness • Sustained disrespectful behaviour 	<ul style="list-style-type: none"> • <u>Assistant Principal Faith and Outreach / Learning Leader / House Coordinator / Pastoral Teacher and Reporting Teacher</u> • After School Community Service • Telephone contact with parents • Verbal or written apology • Incident report to Student File • Interview with Assistant Principal • Daily agreement for students • Counselling • Interview with Head of House • (Inform Assistant Principal)
3	0301 0302 0303 0304 0305 0306 0307 0308	<ul style="list-style-type: none"> • Smoking in uniform • Possession of offensive material • Inappropriate challenging of a teacher's authority • Conduct in the public domain that brings the College into disrepute • Sustained failure to comply with directions • 3 x After School Community Services in the Term • Vandalism • Absent from school/class without permission • Sustained intimidation between students 	<ul style="list-style-type: none"> • <u>Assistant Principal Faith and Outreach / Head of House and Pastoral Teacher</u> • Afterschool Community Service • Interview with parents • Written or verbal apology • Internal suspension • Referral to Assistant Principal • Counselling • Suspension from school
4	0401 0402 0403 0404	<ul style="list-style-type: none"> • Possession of illicit substances / material • Threats or actual physical violence • Theft or destruction of property • Sustained failure to comply with directions 	<ul style="list-style-type: none"> • <u>Deputy Principal / Assistant Principal Faith and Outreach / Head of House and Pastoral Teacher</u> • Suspension from school • Isolation from class(es) • Contract of Conduct for re-entry to class • Community service • Counselling / student management • Student agreement for position at the College



Nazareth College Behavioural Management Policy P6.3

Level	Code	Examples of Behaviour	Suggested Responses
5	0501 0502 0503 0504 0505 0506	<ul style="list-style-type: none"> • Serious criminal offences • Trafficking in illicit substances • Sustained failure to comply with College rules • Threats of actual violence towards a staff member • Major theft or wilful destruction of property • A breach of Student Agreement 	<ul style="list-style-type: none"> • Principal / Deputy Principal / Assistant Principal <u>Faith and Outreach in consultation with Head of House and Pastoral Teacher</u> • Negotiated transfer • Referral to Police • Suspension from school • Student Agreement for position at the College

- **All stages of the process beyond Level 1 need to be documented for filing**
- **Repeated offences – even of a minor nature – may move to a higher Level**
- **Teachers and students need to be aware of the Level at which an offence is being treated**
- **The descriptors are not exhaustive nor prescriptive but should be used as a guide**
- **Individual circumstances must be considered when dealing with instances of misconduct**
- **A range of Suggested Responses may be used at a given Level**
- **Consistency across the school is important**