



## Procedure for Pastoral Care and Positive Behaviour Support

*St Francis Xavier College procedures are designed to enable the College to enact the policies of the Diocese of Sale Catholic Education Limited (DOSCEL).*

*All College Procedures intentionally promote a child safe culture which prioritises the safety and wellbeing for all students.*

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## Purpose

The purpose of this guideline is to set the framework for supporting positive and prosocial behaviour so that we can promote the safety and wellbeing of all students, teachers and staff. This support for positive behaviour is essential to the learning environment and assisting students to access their learning program.

This procedure outlines the College's approach to putting into practice the DOSCEL Pastoral Care and Behaviour Management Policies. It outlines:

- Positive behaviour expectations
- Responding to anti-social behaviour

The College's Wellbeing Guidelines further detail the College's approach to Positive Behaviour Support.

## Scope

This guideline applies to all students at the College and is communicated to staff, students, parents/guardians and the College community.

## Definitions

### **Positive Behaviour Support (PBS)**

St Francis Xavier College uses a whole school approach to positive behaviour support. A positive behaviour approach supports teaching and learning environments so that the academic and social-emotional outcomes of students are maximised.

St Francis Xavier College seeks to develop a culture of positive and prosocial behaviour by setting clear expectations for students and responding to antisocial behaviour in a clear and consistent manner.

Strategies for developing this culture include:

- clearly setting expectations with respect to student behaviour
- establishing specific teaching and learning programs
- explicitly teaching the skills of wellbeing (including social-emotional skills)
- communicating expectations with the wider College community
- acknowledging positive behaviours in a range of ways
- influencing teacher practice
- responding to restore relationships after conflict
- creating targeted and intensive support plans for social-emotional regulation
- maintaining records with respect to student behaviour

The characteristics of positive behaviour support include:

- Prevention
- Instruction
- Consistency
- Evidence-based practices

- Data for informed decision making

### **Strengths Focus**

We use a strengths focus by identifying, valuing and utilising personal strengths to allow individuals and groups to thrive. In all our interactions, we are committed to a strengths-based approach. This means that we look for the strengths in our students and help them to regulate their strengths for success.

### **Trauma Informed Practices**

A Trauma Informed approach helps the College to create a physically, psychologically and emotionally safe environment. We recognise the prevalence of trauma through adverse childhood experiences in many forms and its impact on personal wellbeing and on student achievement. In order to best respond to the variety of needs in any learning environment, a trauma informed approach allows us to access both preventative and responsive strategies which enable students to access their learning and have the opportunity to thrive.

### **Prosocial and antisocial behaviours**

Prosocial behaviours are positive behaviours that benefit the development of the individual as well as the whole community. Prosocial behaviours consider the needs of others and helps to sustain a sense of cohesion and collaboration in community. The College promotes prosocial behaviours in everyday interaction as well as explicitly teaching these skills.

Antisocial behaviours are behaviours that have a negative impact on the community. Antisocial behaviours harm or disadvantage others. The College works to minimise antisocial behaviours and respond to them in a way that supports a reconnection to prosocial behaviours.

### **Restorative Practices**

Restorative practices focus on relationships and how people are affected, particularly during times of challenge. They help to support the development of prosocial behaviours which enable healthy individual development and restore relationships and connection to community.

Restorative practices aim to involve students in the process of healing and moving forward when harm has been done. It prompts them to recognise the nature and impact of wrongdoing so that they may move towards healing for themselves and in relation to their relationships with others in the community.

Restorative practices form a philosophy which aims to empower the individual to facilitate positive change themselves, rather than relying on the intervention of another to problem solve for them. When students are actively engaged and allowed to take greater responsibility for their behaviours, they are more successful in achieving their goals and happier with the outcomes. This, in turn, has a positive impact on teaching and learning and academic success.

The approach of Restorative Practices:

- Views anti-social behaviours as an opportunity for learning
- Separates the person from their actions
- Focuses on restoring relationships
- Encourages accountability (through active participation) and empathy

- Promotes social-emotional skills

### **Tiered Student Support**

A multidisciplinary team from within the College identifies and monitors the needs and interventions for students who require targeted or intensive support. The team meet regularly to review the roles of key staff and the strategies of support that are being prioritised for each student.

### **Case Management**

Case management is undertaken by the College as a consultative, coordinated and collaborative approach to student care from a behavioural lens. It is practiced as a holistic approach to identify student need, set student goals and to enable access to support and resources to achieve desired outcomes.

A case management approach considers communication and collaboration with multiple stakeholders and professionals to support the student, as well as by documenting a range of strategies that are put into place to support the student.

### **Procedural Fairness**

Students have a right to procedural fairness in dealings that involve their interests. This includes the way that situations are managed when responding to behavioural concerns and disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate consequences)

St Francis Xavier College is committed to ensuring procedural fairness when working with a student.

### **Pastoral Care**

Pastoral Care is foundational to Catholic faith and tradition. It assists in the cultivation of the spiritual, personal, emotional, physical, academic, moral and social development of young people. Through enacting the principles of Catholic Social Teaching, pastoral care approaches aim to contribute to the development of a healthy and just society. Pastoral care includes the decisions, structures and practices established to challenge, nurture and support individuals whilst maintaining the dignity of each one. Pastoral care is the responsibility and the right of all.

### **Catholic Social Teaching**

Dignity of the person

- Unconditional respect underpins all interactions at the College.
- We welcome people of all ability, colour, culture, faith, financial circumstance, gender identity and sexual orientation.

Subsidiarity

- Students will be involved in and central to decisions and actions that impact them.

- Student ideas and experiences will be invited to inform and influence College life.

#### Common good

- The needs of the community will be considered in all decisions.
- Community members are expected to consider their impact on others.

#### Preferential Option for the Poor

- Those who face challenges will be provided with the individualised support and access to adjustments and resources required to help them to have to thrive.
- A just and compassionate response will influence all actions.

## Procedure

### 1. Prevention

#### **1.1 Prevention: Setting College Expectations**

Students are expected to abide by the rules and expectations of the College, and the reasonable directions of staff.

Examples of rules and expectations that students are expected to follow relate to:

- Positive student behaviour (Student Code of Conduct for Positive Behaviour Expectations)
- Serious misconduct (Serious and Potentially Criminal Antisocial Behaviours)
- Uniform
- Mobile Phones
- Bullying (prevention and intervention)
- Online Safety
- Attendance
- Child Safety and Wellbeing

The College's Positive Learning Partnerships underpin the College's expected standards of behaviour:

- Unconditional Respect
- A calm and just manner
- Facing Challenges together with optimism

The College's Wellbeing for Learning Framework teaches the skills of wellbeing which promote positive behaviour:

- Relationship skills – We connect with self, other and the world
- Relevance skills – We matter as meaningful contributors
- Resilience skills – We grow with hope and optimism

#### **1.2 Prevention: Promoting College Expectations**

The behavioural expectations relating to Positive Learning Partnership and the Wellbeing for Learning Framework are communicated in the following ways:

- Displayed in every learning area
- Referred to in everyday interactions
- Referred to in school events
- Explicitly taught in the Care Group & Wellbeing Curriculum

- Part of Parent Conversations (including Program/Student Support Group Meetings)
- Part of Student Support Plans
- Part of Professional Learning discussions and workshops/training for staff

The Student Code of Conduct outlines the behavioural expectations of the College. They are universal – they apply to all students, at all times.

The behavioural expectations relating to Positive Learning Partnership and the Wellbeing for Learning Framework are affirmed by staff in the following ways:

- Communication to student
- Communication to Parent/Guardian/Carer
- Communication to Head of House or other staff
- Communication in Care Group Circles
- Commendations (Courage and Contribution Awards)
- House Points (for group activities)

The College has a commitment to the use of non-material affirmations of prosocial behaviours and does not use material motivators to encourage or reward prosocial behaviour. In particular, staff of the College do not provide food to students as a reward, incentive or celebration of any kind.

The College maintains a focus on positive relational strategies that teach, model and promote prosocial behaviours. Staff work intentionally to create moments to connect and celebrate accomplishments and strengths. We are committed to finding ways to share positive stories about people.

## **2. Recognising behavioural expectations**

### ***2.1 Recognising: Student Code of Conduct***

The College communicates the key behavioural expectations through the Positive Learning Partnerships. The details of explicit behaviours are outlined in the Student Code of Conduct which has been developed in a consultative and collaborative way with staff, students, and parents.

**STUDENT CODE OF CONDUCT**  
**Positive Behaviour Expectations**  
**For all places our community interacts (including online)**  
**(Prosocial behaviours and Antisocial behaviours)**

**BE RESPECTFUL**  
*Unconditional respect*  
*We connect, with self, other and our world*

<b>We have expectations about...</b>	<b>As a member of this community, we expect that you...</b>	<b>This means that you...</b>	<b>This mean that you do not...</b>
<b><i>Preparedness</i></b>	Come to class ready to learn	<ul style="list-style-type: none"> <li>✓ arrive on time</li> <li>✓ bring the required class materials</li> <li>✓ complete any prior learning in advance (eg: homework or assessments)</li> </ul>	<ul style="list-style-type: none"> <li>✗ arrive late to class</li> <li>✗ regularly attend without the required materials</li> <li>✗ submit incomplete work or not submit work at all</li> </ul>
<b><i>Communication</i></b>	Listen and speak with an open mind	<ul style="list-style-type: none"> <li>✓ listen to teacher instruction and the ideas of others</li> <li>✓ respond using respectful and proactive communication (in the appropriate time and place)</li> <li>✓ communicate with the intention of promoting understanding</li> </ul>	<ul style="list-style-type: none"> <li>✗ refuse to comply with reasonable teacher instruction</li> <li>✗ talk or intentionally make noises during instruction or quiet work periods</li> <li>✗ speak over others</li> </ul>
<b><i>Access to learning</i></b>	Actively support everyone's right to learn and feel safe	<ul style="list-style-type: none"> <li>✓ act with integrity and kindness</li> <li>✓ share the learning space</li> <li>✓ share teacher attention</li> </ul>	<ul style="list-style-type: none"> <li>✗ steal ideas or copy the work of others, including overuse of AI (intellectual property infringement)</li> <li>✗ disregard the needs of others in the space</li> <li>✗ monopolize or distract teacher attention</li> </ul>



<b>Reputation</b>	Represent yourself, your family and your school with pride	<ul style="list-style-type: none"> <li>✓ follow the College dress code</li> <li>✓ speak appropriately for your audience/setting</li> <li>✓ act appropriately for your audience/setting</li> </ul>	<ul style="list-style-type: none"> <li>✗ disregard the College dress code</li> <li>✗ swear, make negative / derogatory / inappropriate comments</li> <li>✗ spit, chew gum, throw things</li> </ul>
<b>Digital responsibility</b>	Access digital technology in a safe way	<ul style="list-style-type: none"> <li>✓ only use your devices with permission when you are at school</li> <li>✓ are always aware of the impact of your online behaviors</li> <li>✓ protect your digital reputation and the digital reputation of others</li> </ul>	<ul style="list-style-type: none"> <li>✗ use device without permission</li> <li>✗ engage in inappropriate online behaviours (misuse of social media)</li> <li>✗ share inappropriate images or messages or use technology to harm others</li> </ul>
<b>Physical Resources</b>	Care for the learning environment (our school)	<ul style="list-style-type: none"> <li>✓ look after equipment and resources</li> <li>✓ look after property such as buildings and furnishings</li> <li>✓ look after and respect College grounds</li> </ul>	<ul style="list-style-type: none"> <li>✗ vandalize or damage property</li> <li>✗ misuse equipment</li> <li>✗ litter</li> </ul>

## BE RESPONSIBLE

*A calm and just manner*

*We matter as meaningful contributors*

We have expectations about...	As a member of this community, we expect that you...	This means that you...	This mean that you do not...
<b>Appropriateness</b>	Maintain a calm working environment	<ul style="list-style-type: none"> <li>✓ stay in designated areas (e.g., seat)</li> <li>✓ speak at an appropriate volume</li> <li>✓ move through spaces in an appropriate manner (e.g., walking when inside)</li> </ul>	<ul style="list-style-type: none"> <li>✗ skip classes, go missing or enter out of bounds spaces, enter other classrooms</li> <li>✗ shout or swear</li> <li>✗ run indoors or being in restricted spaces</li> </ul>
<b>Responsiveness</b>	Use your social-emotional intelligence	<ul style="list-style-type: none"> <li>✓ consider the impact of actions and words (including tone) on others</li> <li>✓ think before you act (be responsive to the feelings and moods of others)</li> <li>✓ be an 'upstander'</li> </ul>	<ul style="list-style-type: none"> <li>✗ have verbal or physical outbursts</li> <li>✗ heighten or harm another student (including verbal or physical intimidation) or 'put downs'</li> <li>✗ be a 'bystander' to harm</li> </ul>
<b>Self-Regulation</b>	Recognize emotional triggers and self-regulate	<ul style="list-style-type: none"> <li>✓ become aware of triggers that can disrupt the learning or social environment</li> <li>✓ help to deescalate if things are not going well (for yourself or others)</li> <li>✓ wait till people are calm before talking things through</li> </ul>	<ul style="list-style-type: none"> <li>✗ ignore what can upset or escalate others</li> <li>✗ contribute to escalating heightened events</li> <li>✗ try to engage with others when you or they are heightened</li> </ul>
<b>Safety</b>	Never intentionally hurt another person	<ul style="list-style-type: none"> <li>✓ find ways to express your feelings that do not harm others</li> <li>✓ seek support from a staff member if you are having difficulty</li> <li>✓ give yourself or others space to become calm if needed</li> </ul>	<ul style="list-style-type: none"> <li>✗ physically hurt another person or yourself</li> <li>✗ hide concerning issues from staff</li> <li>✗ look for a confrontation or fight, or act as a group to intimidate another person</li> </ul>

## BE RESILIENT

*Face challenges together with optimism*

*We grow with hope and optimism*

We have expectations about...	As a member of this community, we expect that you...	This means that you...	This mean that you do not...
<b>Positivity</b>	Interpret things with a positive filter	<ul style="list-style-type: none"> <li>✓ respond with the belief that other people’s intentions are positive</li> <li>✓ focus on what is within our realm of influence and let go of things beyond our influence</li> <li>✓ frame events to find positive meaning and articulate gratitude</li> </ul>	<ul style="list-style-type: none"> <li>✗ attack others or respond aggressively</li> <li>✗ dwell on negative interpretations</li> <li>✗ disconnect from others</li> </ul>
<b>Mindset</b>	Practice a Growth and Benefit Mindset (Growth after mistakes)	<ul style="list-style-type: none"> <li>✓ find opportunities to participate</li> <li>✓ contribute in positive ways to College life and activities and use your strengths to help your community</li> <li>✓ embrace failure or mistakes as a way of learning</li> </ul>	<ul style="list-style-type: none"> <li>✗ refuse to engage in College activities</li> <li>✗ miss / not attend College events</li> <li>✗ speak negatively about yourself or others</li> </ul>
<b>Achievement</b>	Make an effort	<ul style="list-style-type: none"> <li>✓ commit to being on task</li> <li>✓ allow others to be on task</li> <li>✓ pursue your personal best and support others to do the same</li> </ul>	<ul style="list-style-type: none"> <li>✗ stay off task or interrupt others’ learning</li> <li>✗ make distracting noises or actions</li> <li>✗ refuse to participate</li> </ul>
<b>Solutions focus</b>	Participate in finding solutions	<ul style="list-style-type: none"> <li>✓ problem solve independently and collaboratively (including positive participation in mediations)</li> <li>✓ persist through challenges</li> <li>✓ allow others to help you</li> </ul>	<ul style="list-style-type: none"> <li>✗ engage in uncooperative behaviours – preventing resolution</li> <li>✗ give up or disengage from support</li> <li>✗ refuse to cooperate with help offered</li> </ul>
<b>Compassion</b>	Practice compassion for yourself and others	<ul style="list-style-type: none"> <li>✓ forgive yourself and others if things go wrong or mistakes are made</li> <li>✓ try to understand the perspective of others (affect on others)</li> </ul>	<ul style="list-style-type: none"> <li>✗ put yourself down or isolate yourself</li> <li>✗ ignore or exclude people</li> <li>✗ harbour resentment, hold grudges or seek retaliation</li> </ul>

		<ul style="list-style-type: none"> <li>✓ restore relationships that have been damaged and move forward rather than look back (seek assistance and allow others to help you)</li> </ul>	
<b><i>Self-reflection</i></b>	Be thoughtful and proactive about your behaviours	<ul style="list-style-type: none"> <li>✓ reflect on how your actions affect others</li> <li>✓ consider a variety of options and how each can impact your future and the future of others</li> <li>✓ select solutions that promote personal growth</li> </ul>	<ul style="list-style-type: none"> <li>✗ be closed to the feelings and opinions of others</li> <li>✗ dismiss the impact of your actions</li> <li>✗ dwell on the past or ruminate about your actions</li> </ul>

## **SERIOUS MISCONDUCT**

### **Serious and Potentially Criminal Antisocial Behaviours**

**It is expected that students do not engage in any of the following antisocial behaviours.**

**Engaging in any of these behaviours will be managed in line with the College's Discipline and Positive Behaviour Procedures and may result in exclusion, suspension or expulsion.**

**Each behaviour aligns to the serious behaviours in the  
Suspension, Expulsion and Negotiated Transfer Policy and Procedure.**

**Criminal activities can also be reported to the Victoria Police.**

**This mean that you do not engage in or enable any of the following...**

- Carrying, sharing/providing, selling or otherwise using prohibited items (alcohol, illicit drugs, excessive medication, weapons, vaping materials)
- Theft
- Vandalism or destruction of property
- Racism
- Discrimination
- Bullying, harassment, intimidation or threats (verbal, physical, cyber or other)
- Physical or verbal assault
- Sexual assault or harassment
- Sexual activity (on site or at a College activity)
- Sextortion
- Gaining or sharing (including showing) explicit images of a child (child pornography)
- Scams, fraud, blackmail (including technological threats, hacking and cybercrime)
- Significant threat to the health and safety of another

### 3. Responding

#### 3.1 Responding: Addressing behaviours that do not meet College expectations

<p><b>Level 1</b> Antisocial Behaviours</p>	<p>The focus on:</p> <ul style="list-style-type: none"> <li>▪ Common expectations which are clearly and regularly articulated and taught</li> <li>▪ Recognition and celebration of positive behaviour</li> <li>▪ Consistent responses to unmet expectations (including adjustments and consequences)</li> <li>▪ Teacher behaviours/actions to support positive behaviour</li> </ul>	<p>In the first instance, for low level breaches of College expectations, there are a range of interventions and adjustments that are made to promote prosocial behaviour. These are predominantly actioned by all staff and where needed, are supported by Wellbeing Leaders. These interventions and adjustments include (but are not limited to):</p> <ul style="list-style-type: none"> <li>▪ Restatement of expectations</li> <li>▪ Increased supervision</li> <li>▪ Explicit teaching of executive functioning skills</li> <li>▪ Adjustment to the learning environment</li> <li>▪ Adjustment to the learning program</li> <li>▪ Specific, differentiated instruction</li> <li>▪ Specific tools and strategies to support de-escalation and social-emotional regulation</li> <li>▪ Strengths-based restorative conversations</li> <li>▪ Communication with parents</li> </ul> <p>These low-level breaches of College expectations are tracked via teacher feedback which is recorded in the SIMON Behaviour Tracking. For more significant concerns, notes will be placed in SIMON Student Notes.</p>
<p><b>Level 2</b> Antisocial Behaviors</p>	<p>The focus is on the above, plus:</p> <ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Learning needs analysis</li> <li>▪ Teacher practices (including adjustments) to support positive behaviour</li> <li>▪ Internal support services</li> </ul>	<p>For escalating, persistent and more significant breaches of College expectations, and in addition to the above, there are a range of interventions or consequences. These are predominantly actioned by Wellbeing Leaders and, where needed, is supported by, the College Leadership Team, the College Principal and DOSCEL. These include:</p> <ul style="list-style-type: none"> <li>• De-escalation break</li> <li>• Restorative break</li> <li>• Reassessment of privileges</li> <li>• Written work (reflection on behaviour)</li> <li>• Restorative Practices mediation or action</li> <li>• Learning and social-emotional needs analysis</li> <li>• Small group sessions</li> <li>• Education sessions or programs</li> <li>• Referral to internal and external supports</li> <li>• Parent or care team meeting</li> <li>• Student Support Plan</li> <li>• Student Safety Risk Assessment and mitigation plan</li> <li>• Suspension, Negotiated Transfer, or Expulsion</li> <li>• Return to school agreement</li> </ul>
<p><b>Level 3</b> Serious &amp; Potentially Criminal Antisocial Behaviours</p>	<p>The focus is on the above, plus:</p> <ul style="list-style-type: none"> <li>▪ Intensive case management</li> <li>▪ Learning needs analysis</li> <li>▪ Teacher adjustments to support positive behaviour</li> <li>▪ Internal and external support services</li> </ul>	<p>All Serious &amp; Potentially Criminal Antisocial Behaviours are recorded in SIMON. Where appropriated, support plans are developed and are placed in SIMON Student Notes.</p> <ul style="list-style-type: none"> <li>❖ The use of Restraint or seclusion may only be used as per the College’s Restraint and Seclusion Procedures. Under no circumstance is corporal punishment or physical intimidation to be administered or tolerated.</li> <li>❖ The search or confiscation of items should be done in line with the below principles</li> <li>❖ Critical incidents will be managed in line with the College’s Critical Incident Procedures.</li> <li>❖ Suspension, Negotiated Transfer, and Expulsion will be managed in line with the College Procedures for Suspension, Negotiated Transfer, and Expulsion.</li> </ul>

### **3.2 Responding: Identifying risks**

The College utilises technology to help provide information to staff about student behaviours and interactions. These may include (and is not limited to):

- Software to monitor or filter harmful content (Eg; Sassy Assure monitoring service)
- Online data tools (eg: Assessing Wellbeing In Education Survey and Skodel wellbeing check in)
- Student Feedback Forms (MS Forms surveys)
- Environmental Sensors (to detect noise disturbance or air disturbance such as smoke or vape)

All technology used is used in line with the College's Privacy Policy.

### **3.3 Responding: Engaging support**

All staff may require support to manage student antisocial behaviours.

Staff requiring quick (immediate) support for student anti-social behaviour should:

- Call for help using an appropriate method
  - Using the campus email alert
  - Two Way Radio on Yard Duty
  - Sending a responsible student to get another staff member
  - Calling the front office on a mobile phone
- Prioritise maintaining the immediate safety of staff and students

Staff requiring ongoing support for student anti-social behaviour should:

- Track occurrences of minor anti-social behaviours in SIMON, including the strategies used to support positive behaviour
- Seek support from a Wellbeing Leader (eg: Head of House) via email or in person.
- Continue to track student behaviours and document the teacher strategies used to support positive behaviour

### **3.4 Responding: De-escalation break**

De-escalation breaks may be supported by staff, particularly Wellbeing Leaders, to support escalated students to de-escalate.

A de-escalation break is:

- A time for student to de-escalate safely at the peak of escalation (in their escalation cycle).
- A time away from others to promote the dignity and wellbeing of the student who is escalated.

A de-escalation break is not:

- To restrict student access to the curriculum or to the usual activities of College life.
- A time to discuss and reflect on actions.

When using a de-escalation break, the following parameters are in place:

- The break will be time limited (no more than two hours).
- The break will be supervised by a staff member who can help the student to de-escalate.
- The reasons for the de-escalation break be clearly communicated to the student once they are calm.

- The withdrawal is communicated to parents via phone and/or email and noted on the Student SIMON Profile.

Students who have de-escalation breaks documented in a support plan may have parameters that differ from the above to suit their individual situation and in consultation with the student and their parent/guardian.

Where a student is significantly escalated and cannot deescalate within a reasonable time period (approximately two hours), the following will be considered:

- Contacting a parent/guardian to collaborate on reasonable next steps to support the student (in collaboration with the parent, this may include the student being picked up)
- Suspension (when the safety or wellbeing of others is a concern)

### **3.5 Responding: Restorative break**

A restorative break (reconnection) may be used by staff, particularly Wellbeing Leaders, to engage the student in restorative practices (restoring relationship and the learning environment after disruption).

This may take place during:

- Lunch-time yard supervision (with teacher supervision on the yard)
- Lunch-time indoor supervision (with teacher supervision in an indoor space)
- Supervised break from class (time to deescalate in a quiet supervised area)
- After-school supervision

When using a restorative break the following are in place:

- the break will be time-limited (less than half a day or half the usual lunch/break time).
- the reasons for and period of the restorative break will be clearly communicated to the student.
- the student will be made aware of the behaviour standards expected and staff will support reteaching the skills to meet these expectations.
- consideration will be given to the impact on the student's engagement and the student's learning profile.
- the restorative break is communicated to parents via phone and/or email and noted on the SIMON Student Profile.

Where exclusion from a class or activity is used as part of the ongoing support of a student, the above reasons and communications will be included as part of a Student Support Plan.

### **3.6 Reassessment of privileges**

Reassessment of privileges may be used by Wellbeing Leaders.

Reassessment of privileges is:

- Reconsidering the involvement of a student in an activity that only a select few students have access to through a process of selection (eg: ANZAC day representation at an event, SIS sport).
- Enacted so that a selective reward is not accessed until restoration from antisocial behaviour is in place.
- Only enacted when the access to the privilege directly relates to the antisocial behaviour (eg: due to time, nature of the activity, etc).



- Only enacted when the student can engage in the activity that is scheduled for their cohort (eg: not attend a special event and stay with their regular class).

Reassessment of privileges is not:

- Withdrawing a student from an activity that a full cohort has access to (eg: class excursion, House sports day), unless a risk assessment has indicated a safety risk that cannot be managed reasonably another way.
- Enacted to be punitive.

When reassessing privileges, the following parameters are in place:

- The reasons for the reassessment and time period will be clearly communicated to the student.
- The student will be made aware of the behaviour standards expected for the privileges to be reinstated.
- Consideration will be given to the impact on the student's engagement (i.e. where the reassessment of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement).
- The reassessment of a privilege is communicated to parents via phone and/or email. And noted on the SIMON Student Profile.

### **3.7 Responding: Student Support Plans**

Student Support Plans may be developed by Wellbeing and/or Inclusion Leaders, in collaboration with Learning Leaders.

Student Support Plans are designed to provide targeted and intensive support to the particular needs of an individual student in order to promote positive and prosocial behaviour. They are designed to help address the barriers to learning that students may face and to provide strategies and tools for staff and students for the same purpose.

Student Support Plans are developed in collaboration and consultation with the following people:

- The student
- Parents/guardians
- Staff
- External service providers (where appropriate)
- DOSCEL (where appropriate)

Student Support Plans consider and record any of the following:

- Age and developmental needs
- Character strengths and values
- Behavioural, academic, social and family context and needs analysis
- Pathways and transitions
- Safety and wellbeing of the student and the community
- Student goals and actions or supports to achieve the goal
- Adjustments and interventions to support the expected behaviour/s
- Support people and referrals for further support
- Review intervals to maintain progress

Where a student's behaviour is considered to pose a risk to themselves or others, a Student Safety Risk Assessment will be undertaken. Where behaviours are identified that can cause physical or psychological harm, a risk mitigation plan is developed and enacted.

All support Plans are to be recorded on SIMON Student Profile.

### ***3.8 Responding: Engagement Tracking***

Where deemed appropriate, a Student Engagement Tracking tool may be used to monitor the goals, strategies and progress of students. It uses behavioural indicators which promote learning and prosocial behaviours.

Student Engagement Tracking includes student input for the development and tracking of goals, as well as regular feedback to parents/guardians/carers about progress. It is used for a short period of time (usually 2 – 4 weeks) to help a student to reengage with their learning.

## Responsibilities

### Staff Responsibilities

All staff are expected to be familiar with and actively support the College's outlined behavioural expectations for students and the approach to responding to behavioural concerns.

All staff are also expected to maintain their Duty of Care as per the DOSCEL Duty of Care Policy and to take reasonable steps to minimise the risk of reasonably foreseeable harm.

### Wellbeing Leaders' Responsibilities

All Wellbeing Leaders at the College have an added responsibility to be familiar with and actively support the College's processes and reporting obligations in the support of student behaviour. Wellbeing Leaders are expected to support all staff in putting into practice the principles and expectations outlined in this procedure.

### Reporting

All staff, and particularly Wellbeing Leaders are expected to be aware of the following related reporting obligations and procedures:

- Whereabouts Unknown Form
- Injury Form
- Restraint and Seclusion Form
- Risk Assessment Tool
- Suspension Procedures
- Expulsion Procedures

## Compliance

### Implementation

These guidelines are implemented by:

- staff training and professional development opportunities
- communicating these guidelines to the College community
- effective maintenance of student records
- effective incident notification procedures
- monitoring the effectiveness of the guidelines
- reviewing and evaluating the guidelines

### Discipline for Breach of Procedures

Where a staff member breaches these procedures St Francis Xavier College may take disciplinary action.

### Related legislation

- Privacy and Data Protection Act Vic 2014
- Health Records Act Vic 2001

- Charter of Human Rights and Responsibilities Act, 2006
- 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)

#### Related DOSCEL Policy

- Student Duty of Care Policy
- Child Safety and Wellbeing Policy
- Student Pastoral Care Policy
- Privacy Policy
- Cyber Safety Policy
- Behaviour Management Policy
- Suspension, Negotiated Transfer and Expulsion Policy and Procedure
- Critical Incident Management Policy

#### Related College Procedures

- Child Safety and wellbeing policies and procedures
- Student Duty of Care Procedure
- Privacy Procedure
- Digital Learning Policy
- Digital Learning Procedure
- Wellbeing Guidelines
- Restraint and Seclusion Procedure
- Suspension, Negotiated Transfer and Expulsion Procedure
- Mobile Phone Procedures
- Alcohol and Other Drugs Procedure
- Out of Home Care Procedure

#### Related

- College Case Notes Style Guide
- Student Support Plan Templates

## Further Information

Status of Procedure	
College Leader Responsible	Deputy Principal Wellbeing
Implementation Date / Last Reviewed	May 2024
Review Date [Commonly 1 – 2 Years]	2 years – May 2026
Local Governing Authority Approval	College Executive Team

## Review Log

Details of Amendments	By Whom	Date
Updated to reflect Child Safety and Wellbeing Policy Minor additions to pg 11 responding to anti-social behaviours	Deputy Principal Wellbeing	July 2020
Update relating to: <ul style="list-style-type: none"> <li>- Serious Misconduct (vaping)</li> <li>- Alcohol and Other Drugs Procedures</li> <li>- Inclusion of information about searches and confiscation of items</li> </ul>	Deputy Principal Wellbeing	July 2022
Update relating to: <ul style="list-style-type: none"> <li>- Tiered Student Support</li> <li>- Addition of Section 3.2 Responding: Identifying risks</li> <li>- General formatting and numbering</li> </ul>	Deputy Principal Wellbeing	Sept 2023
Updates to the Student Code of Conduct section following review by Wellbeing Leaders and consultation with student groups	Deputy Principal Wellbeing	May 2024