



## **STUDENT WELLBEING GUIDELINES**

Salesian College Sunbury is an inclusive Catholic Faith Community in the spirit of St John Bosco.

- We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism.
- We strive for engagement in LEARNING for which we are collectively responsible.
- We promote the pursuit of EXCELLENCE in all aspects of life.
- We are inspired by our FAITH to serve others and develop as resilient, thoughtful and caring citizens of the world.

Central to these values is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

### **INTRODUCTION**

Student Wellbeing at Salesian College is centred around creating positive relationships, both peer relationships and teacher-student relationships, that value the dignity of each person within the community by promoting love, warmth, respect, empathy, authenticity and acceptance for each and every individual. This 'Preventive' approach is drawn from our Salesian charism, affirming Don Bosco's method of "reason, religion and kindness" as the foundation of our theory and practice in promoting positive relationships.

### **AIMS**

These guidelines have been developed for the purpose of forming Salesian College Staff to:

- take a wholistic approach to their role as educators
- encourage positive and respectful relationships among all members of the College community, with Jesus as our role model
- value the dignity of each person within the community by promoting love, respect and acceptance for each individual
- assist classroom teachers with the establishment of classroom routines that promote safety and achievement of personal best (excellence)

To achieve these aims, we conduct ourselves in a manner that:

- has regard for the dignity and wellbeing of the individual and their rights, and shows courtesy and respect towards others within our college community (students, staff, parents and other community members)
- allows students to learn and teachers to teach
- cares for and respects the environment in which we live and work
- takes responsibility for our actions and promotes a sense of self-discipline
- enhances and maintains the reputation of the College through all we do
- reflects the gospel values of justice, forgiveness and reconciliation

**BACKGROUND:**

Developing a positive school environment is about an attitude – how one person interacts with another to develop right relationships. At Salesian College, for effective teaching and learning and for positive relationships to occur, the following key assumptions and understandings exist:

- Teachers should expect to be able to teach their class free from distractions
- Teachers have a key role in establishing clear classroom behaviour expectations
- Students should expect to be able to learn and play in a safe environment and be responsible for their own actions
- Students must be given the opportunity to rectify their behaviour and/or leave the learning environment in a safe way if they choose to
- Students with specific needs will often be placed on modified Behaviour Support Plans (BSPs) which must be adhered to by all teaching staff
- Communication with parents about their child's behaviour is vital to support right relationships. It is important that the classroom teacher engage with the student's parents regarding any patterns of behaviour which are causing distractions, disruptions or safety concerns to the learning in the classroom
- Parents are expected to actively demonstrate support for classroom teachers

Our school must be a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach must be supported. Every student has the right to access education free from impediment caused by inappropriate behaviour by others. Likewise, every student has the opportunity to develop appropriate behaviour which allows them to work harmoniously in the various situations in which they find themselves in the school environment.

We believe that the greater the consistency of approach to discipline between teachers the better they are able to support each other, students and their parents/carers.

Our approach to behaviour management is consistent across the school and is based on the following core principles:

- Teachers have the right to teach and students have the right to learn. Our teachers plan and implement Positive Behaviour Guidelines, which outline consequences for inappropriate behaviour as well as reinforcing appropriate behaviour.
- Students should accept responsibility for their own behaviour. In our classrooms we display our positive behaviour expectations (Positive Behaviour Matrix) and students are helped to meet these through consistent approaches.
- Good behaviour management is based on rules that are maintained consistently. The Positive Behaviour Guidelines are for all students and operate fairly and predictably for them.
- All behaviour has consequences, which affect future opportunities. Good behaviour management provides students with a choice by making clear the consequences that result from particular behaviours. Students need opportunities to alter inappropriate behaviour. Classroom management plans are discussed with students at the commencement of each semester/term/year. A "step" warning system is used, when appropriate, so that students can exercise a choice about continuing inappropriate behaviour before a consequence occurs.
- Inappropriate behaviour requires a response which protects the rights of students who want to learn, supports the rights of teachers to teach, and offers the students involved a chance to learn how to make a more appropriate choice in the future. We consistently:
  - refer to classroom rules and the College's CLEF values
  - provide students with the opportunity to behave appropriately
  - use consequences that are previously understood by students
  - apply consequences firmly but without use of physical or verbal aggression
  - use admin staff to remove students who do not respond appropriately
  - use a restorative approach when responding to inappropriate behaviours

- The relationship between the student and the teacher is at the heart of learning and that disciplining and confronting disruptive behaviour is initially the teacher's responsibility. Other staff will not become involved unless requested.
- Students should not be allowed to engage in behaviour that is not in the best interest of themselves or the best interests of others. We operate a supervised "Time Out" room/space for students who move beyond the full range of classroom management steps.
- Appropriate behaviour applies equally to out of lesson times such as recess, lunch, on buses travelling to and from school and on excursions and camps. Oratory and After School Detention systems are in place to provide consequences in such circumstances.
- Teachers have the right to behaviour management support from members of the College Executive/College Directors. Support will be provided in developing classroom management plans, "Time Out" room organisation, record keeping, parent contact and interview, suspension, exclusion and external referrals and follow up counselling of students.

## WHOLE SCHOOL BEHAVIOUR MANAGEMENT

There is a multi-tiered approach to behaviour management at Salesian College:

1. Promoting School Values or CLEF (Positive Behaviour Expectations)
2. Establishing Positive Classroom Relationships for Learning
3. School Supports and Structures (Policy & Guidelines)

### 1. College Values

High achievement requires structure and opportunities for students to learn how to engage effectively, reach their goals, and not disturb others. Our Positive Behaviour Expectations are closely aligned with our College Values or CLEF:

- Be Responsible (COMMUNITY)
- Be Engaged (LEARNING)
- Be Amazing (EXCELLENCE)
- Be Respectful (FAITH)

In each and every classroom, these values are displayed in the form of a **Positive Behaviour Expectations** matrix (see Appendix C) which makes clear the expectations we have of students in the classroom, in the playground, in the community, in digital spaces and at all times. These provide a positive way of making clear how we see students behaving, including showing support for school expectations when it comes to things like homework, wearing of uniforms, and involvement in prayer and liturgical celebrations.

At the beginning of each year, as a part of beginning year routines, teachers discuss these expectations with students and share their ideas of how, as a class, they can work together to display these attributes. During the beginning weeks of Term 1, members of the College Executive/Directors Team will visit classrooms and will talk with students about their understanding of these expectations. These expectations, along with other resources, give a foundation for language and conversation if students require redirection or support with their behaviour.

Salesian College values the use of **Restorative Practices** when approaching student misbehaviour. Restorative Practice, which is based on the philosophy of Restorative Justice, puts into practice our College values and beliefs that emphasize rights and responsibilities, positive relationships, productivity and cooperation whilst at the same time meeting the individual needs of people impacted by misbehaviour. Restorative Justice philosophy holds that human beings are happier, more productive and cooperative, and more likely to make positive changes in their behaviour, when those in positions of authority do things with them, rather than to them or for them. Restorative classrooms (and playgrounds) view wrongdoing as an opportunity for learning about how to live as 'Good Christians and Honest Citizens' (Don Bosco). Wrongdoing is seen as an opportunity for reflection and reinforcement of boundaries, limits and expectations. Individuals are given the opportunity to take responsibility for the harm done and to make things right.

Other ways in which staff are asked to support Positive Behaviour Expectations so that effective learning can occur include:

- Providing opportunities for student input and negotiation (Student Voice)
- Providing formal and informal leadership opportunities for students
- The building of positive and respectful relationships between teachers, students and parents through Oratory.
- Communication with parents via telephone conversation, email, Schoolbox or formal parent teacher interviews that is respectful and supportive
- The early identification and intervention of 'at risk' students with appropriate referral and assessment procedures.
- Providing appropriate transition programs and supports for all students new to the College
- Providing students with satisfying, challenging and relevant learning experiences and opportunities to develop their personal, life and leadership skills
- The provision of faith development opportunities
- Meaningful opportunities for growth and reflection via oratory lessons and wellbeing programs
- Encouraging student involvement in House activities, social justice initiatives and student leadership
- Making a commitment to ongoing personal and professional development
- Recognition of student achievement through Schoolbox notes and other formal platforms such as College Newsletter, Assemblies, etc.

## **2. Establishing Positive Classroom Relationships for Learning**

At Salesian College we have high expectations and clear boundaries to assist with promoting positive relationships. It is the responsibility of every teacher to form positive classroom relationships through the following (4) key steps (see Appendix B for further details):

- 1) Get to know the students in your care
- 2) Establish professional boundaries
- 3) Establish trust
- 4) Be consistent

Salesian College takes an instructional approach to behaviour, recognising that all staff have a responsibility to actively teach the behaviours needed for success at school and beyond. The above (4) steps are critical to ensuring effective classroom management.

## **3. School Supports and Structures**

If a situation arises, where the teaching and learning environment is compromised or outside of the rules, teachers will use a variety of techniques to support the student to address their behaviour to provide safe, supportive and structured learning environments which promotes high standards of achievement and responsible behaviour in all students.

Teachers will successfully implement 3 key components to assist students to manage their behaviour, allowing them to fully engage with the teaching and learning environment:

- **Remind** - Reminding the student(s) of the classroom behaviour expectations in a calm manner and naming the actual behaviour in question.
- **Warn** – Warning the student(s) of the known consequences if they continue the behaviour, redirecting to the learning focus, giving a choice for them to follow
- **Act** – Enacting appropriate corrections/consequences in a timely manner if the student(s) refuse to comply

Teachers may also use questions to assist with redirections and have students reflect on their behaviour. These include:

- What are you doing?
- What is the school/classroom rule/expectation?
- What should you be doing?
- What will happen if you keep doing this?

These approaches aim to be pastoral and allow opportunities for students to reflect on and rectify their behaviour by:

- Giving clear expectations for classroom behaviour through class based behaviour expectations (refer to Appendix C)
- Allowing students to make mistakes with behaviour to allow them to learn from their errors
- Giving students the opportunity to rectify their behaviour

Possible examples of behaviour that require intervention may include but are not limited to:

- Incomplete homework
- Disruptions to teaching or learning
- Breaches of the Hands-Off Rule
- Language that is offensive and inappropriate
- Not following an explicit instruction from a staff member eg. correcting a uniform issue
- Off task behaviour – walking around the room/out of seat, not working on a set task, talking to others, listening to others.

If these behaviours are repeated or become consistent, intervention and support beyond the classroom is required. The steps outlined below (and in the Appendix to these Guidelines) provide suggested in-classroom interventions, but also outline stages for out of class intervention – both for in-class and out-of-class behaviour.

## **CLASSROOM BEHAVIOUR**

As the classroom is the centre for developing positive behaviours for learning, the following clear guidelines are provided for staff when addressing repeated or consistent Level 1 classroom behaviours that are inconsistent with our school expectations.

**First Action:** Restorative Conversation (RC), including re-statement of responsibility of each student for a SAFE and workable learning environment for all students

**Second Action:** A classroom consequence will be given and this most likely will be to move seats in the classroom (if appropriate)

**Third Action:** An out of classroom consequence will be given such as supervising a yard duty detention or an oratory detention (OD) run during the student's lunch break (in consultation with student's HL). The student is asked to complete a Reflection Sheet (RS) which must be handed in prior to entry into the next lesson. Individual teachers manage recess/lunch yard duty during which students may be asked to collect rubbish (most often when the teacher is on yard duty). Such out of classroom consequences are issued for such things as; low level inappropriate behaviour, littering, lateness, incomplete diaries, no equipment or being in an out of bounds area.

**Fourth Action:** Exit the student from the classroom by emailing [studenthub@scr.vic.edu.au](mailto:studenthub@scr.vic.edu.au). The student will be supervised for Time-Out for the remainder of the lesson and only returns to the next lesson after completing a Reflection Sheet (RS) & has a Restorative Conversation (RC) with the teacher. The teacher is required to provide adequate and appropriate work and resources for the remainder of the lesson.

### **Note:**

1. All Level 1 behaviours should be noted on Schoolbox (made visible to parents). Third and Fourth level actions should also be followed up with a phone call home to parents.
2. Staff have the discretion to address behaviours at the level they believe is most appropriate for that behaviour. For example, when a student behaves in a manner that seriously threatens the safety and welfare of students or teachers, the student may be exited immediately (Fourth Action) without using Actions 1-3.

## OUT OF CLASSROOM CONSEQUENCES

The College recognises that some student behaviours will require intervention by personnel other than the classroom teacher. These include:

- Oratory Leader (Level 2)
- Year Level Leader (Level 3)
- Campus Directors & DP – Student Growth & Development (Level 4)
- College Executive (Level 5)
- The Principal (Level 6)

The types of interventions/consequences available and the procedure for action/follow-up are clearly listed in Appendix A. These include:

### 1. Student Feedback Card (SFC)

Where it is deemed appropriate, Oratory Leaders (OLs) will place students on a Student Feedback Card (SFC) to monitor their behaviour and work effort on a daily basis. OLs will contact parents/carers before doing so and will also provide regular feedback via Schoolbox.

### 2. Time-Out (TO)

Students may be exited from class for behaviours that are either persistent or impact the safety and/or the rights of others to learn. Students are exited from the classroom by emailing [studenthub@scr.vic.edu.au](mailto:studenthub@scr.vic.edu.au). The student will be collected from the classroom and supervised in Time-Out for the remainder of the lesson, only returning to the next lesson after completing a Reflection Sheet (RS) and a Restorative Conversation (RC) with the teacher. The teacher is required to provide adequate and appropriate work and resources for the remainder of the lesson.

### 3. Oratory Detention (OD)

These are issued by the OL (in conjunction with the HL) at the request of a Subject Teacher (ST). The ST will provide sufficient work for the student to complete during their lunchtime and conducted under the supervision of an OL within the House. A Reflection Sheet (RS) should also be completed at the conclusion of the OD.

### 4. Suspension (Internal & External)

Suspensions may be issued by HLLs (and above) for behaviours that include:

- Refusal to obey a teacher's reasonable instruction
- Aggressive Breach of the Hands-Off Rule
- Not attending timetabled classes/truancy
- Smoking/Vaping at school
- Discriminatory Behaviours
- Bullying of students (examples are- exclusion, physical, social media, threats: in verbally, written, social media)
- Vandalism/Graffiti
- Theft
- Non compliance with Uniform Guidelines
- Inappropriate use of property or resources
- Failing to attend detentions
- Behaving inappropriately in formal settings
- Repeat and sustained behaviour from Level 1 and 2

Suspensions are seen as a form of 'Time-Out' rather than a punishment (ie. A time for reflection away from the classroom/school). Internal suspensions can be issued for all or part of a day (eg. suspension from recess/lunch) but would not usually extend beyond one day. External suspensions would normally be for a minimum of 2 days. Each suspension is communicated verbally with parents/carers and students will not be permitted to return to school until a return from suspension meeting is held with parents.

## **5. Principal's Detention (PD)**

A Principal's (or after school detention) is used as a consequence for behaviours such as:

- Persistent non-completion of homework
- Persistent lateness to school/class
- Persistent misuse of laptop (eg. playing games, messaging)
- Non-aggressive breach of the Hands-Off Rule
- Being a bystander to inappropriate behaviours
- Discriminatory behaviours
- Inappropriate language
- Minor vandalism/graffiti
- Non compliance with Uniform Guidelines
- Inappropriate use of property or resources
- Failing to attend an OD
- Behaving inappropriately in formal settings
- Repeat and sustained behaviour from Level 1 and 2

HLs (or above) will issue a PD via EdSmart notification and students are expected to attend for the duration of the detention (3:30-5:00pm on Tuesdays) and be prepared to undertake community service type activities (eg. gardening, administrative tasks, etc)

Where a PD is not attended with no reasonable excuse (eg. medical certificate) an internal/external suspension may result.

## **6. Behaviour Support Plan (BSP)**

These are written up by HLs as a response to either persistent behaviours at school (as evidenced by SFCs) or as part of a student's transition into the school based on behaviours witnessed at their previous school. BSPs are not seen as punitive, but rather as a measure to support students with behaviours that are preventing them from achieving their best and/or compromising the safety of the classroom space for others. BSPs are often developed in conjunction with Parents/Carers, Wellbeing Staff, Learning Diversity Staff and External Support Staff (if applicable). BSPs are reviewed on a regular basis, often as part of a student's PSG meeting.

## **7. Student Safety Plan (SSP)**

A Student Safety Plan (SSP) will be implemented whenever required for a student who has demonstrated escalated behaviours to the point where learning & teaching are severely interrupted and/or the safety of others is compromised. This behaviour will usually be presented as overt non-compliance, threatening misconduct and/or verbal or physical aggression. A Student Safety Plan (SSP) may be used as an extension to a Behaviour Support Plan (BSP) if appropriate.

## **8. Principal's Agreement (PA)**

At the request of a HL, a student can be placed on a Principal's Agreement whereby students are asked to agree to a set of agreed behaviours for the duration of their enrolment at the College. Students and Parents/Carers are able to participate in the setting of these behaviours which, if broken significantly (eg. suspension), will result in the withdrawal of enrolment. Students on PAs are required to meet with the Principal/Campus Director on a regular basis to ensure that the agreed behaviours are being met.

## **9. Exclusion/Expulsion**

Exclusion will generally be recommended to the Principal where a student has accumulated four external suspensions or a total of 15 days of external suspension or has broken a Principal's Agreement. Exclusion may be invoked immediately and without prior history for violent or illegal actions (eg. drug procession)

## COMMUNICATION OF POLICIES

These policies are communicated to the school community via the following ways:

- Newsletter articles
- Parent Information Nights
- Schoolbox
- School Diary
- Oratory Classes
- Whole School, Campus and Year Level Assemblies
- Via the website

## RELATED DOCUMENTS

- Student Wellbeing Policy
- MACS Policy 2.26: Pastoral Care of Students in Catholic Schools
- MACS Policy 2.13: Drug Issues in Catholic Schools

Document History	Date(s)	Modification Details
<b>Written by:</b> Student Wellbeing	19/05/2015	
<b>Approved by:</b> Executive	19/05/2015	
<b>Post Implementation Review:</b> Executive	01/05/2016 15/04/2020 13/03/2021 23/01/2023	Reviewed, name changed from 'Student Justice Guidelines' Reviewed, updates to L1 & L2 Reviewed, updated to include information on purpose, developing relationships, etc
<b>Next Approval:</b> Executive	23/01/2025	



## APPENDIX A:

### POSTIVE BEHAVIOUR SUPPORT AT SALESIAN COLLEGE SUNBURY

*‘Each individual has a personal narrative, a story of experiences that colours what they question, the answers they seek, the possibilities they see, and the ways they come to know truth’.*

Melbourne Archdiocese Catholic Schools 2016. Horizons of Hope: Vision and Context, p.12

Please note that this document is to be read in line with the Student Wellbeing Policy, and the Exclusion Policy and is based on the following documents from Melbourne Archdiocese Catholic Schools and Catholic Education Commission of Victoria: Guidelines for Behaviour Support and Supporting Positive Student Behaviour. All these policies reflect the MACS Policy 2.26, *Pastoral Care of Students in Catholic Schools*.

The following range of consequences is not meant to be exhaustive or prescriptive, rather as a guide intended to assist staff in managing student behaviour. It is hoped that it will result in greater clarity and consistency. It is also intended to achieve greater accountability amongst staff. The following are important to remember in applying this document:

- Relationships are the key to student management
- Salesian College Sunbury is a Restorative Justice School
- Behaviours may be dealt with at a higher or lower LEVEL, depending on the circumstances
- Repeated behaviours, may move to a higher LEVEL
- Staff discretion will ultimately determine the LEVEL at which behaviours are dealt with.

#### Abbreviations:

- YLL = Year Level Leader
- OL = Oratory Leader
- ST = Subject Teacher
- YA = Yard Assistant
- CWD = Campus Wellbeing Director
- RC = Restorative Conversation
- RS = Reflection Sheet
- OD = Oratory Detention
- SFC = Student Feedback Card
- TO = Time-Out
- BSP = Behaviour Support Plan
- PD = Principal’s Detention
- PA = Principal’s Agreement

<b>LEVEL 1</b> The Subject Teacher/Yard Assistant will: <ul style="list-style-type: none"> <li>Attempt to rebuild relationship</li> <li>Try to resolve the issue by talking with the student(s)</li> <li>Complete a Schoolbox Level 1 Record</li> </ul> If there are repeated incidents or no improvement go to LEVEL 2		<b>REMIN</b> - Remind students of behaviour expectations - name the actual behaviour <b>WARN</b> - Warn student for the consequences if they continue <b>ACT</b> - Enact consequence (Action) as soon as practicable.	
Examples of behaviour include but are not limited to:	Actions and Follow Up: <b>*All Level 1 actions should be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)</b> <b>**Note on Schoolbox &amp; follow-up with a phone-call to parents</b>	Who/what can Support You	
<b>BEHAVIOUR THAT PREVENTS LEARNING HAPPENING</b> (Remind, Warn, Act System) <ul style="list-style-type: none"> <li>Low Breach of Hands-Off Rule (for aggressive breaches see Level 3)</li> <li>Disruptive Classroom Behaviour (yelling, moving around, calling out)</li> <li>Inappropriate Language in the classroom</li> <li>Disrupting the learning of other students</li> <li>Behaving inappropriately in class (swearing)</li> <li>Uncooperative behaviour with other students</li> </ul>	<b>First Action:</b> Restorative Conversation (RC), including re-statement of responsibility of each student for a safe and workable learning environment for all students * <b>Second Action:</b> Move seats in the classroom (if appropriate) * <b>Third Action:</b> Supervise own detention or run detention in opposite oratory (OD) in consultation with student's OL & HL**. RS will go home with student – to be completed prior to entry into the next class. <b>Fourth Action:</b> Exit the student from the classroom by emailing <a href="mailto:studenthub@scr.vic.edu.au">studenthub@scr.vic.edu.au</a> . The student will be supervised for Time-Out (TO) for the remainder of the lesson and only returns to the next lesson after completing a Reflection Sheet (RS) & has a Restorative Conversation (RC) with the teacher. The teacher is required to provide adequate and appropriate work for the remainder of the lesson. **	<ul style="list-style-type: none"> <li>Subject Teachers</li> <li>Oratory Leader</li> <li>Directors of Campus</li> <li>Pathways Team</li> <li>Wellness Team</li> <li>Learning Diversity Team</li> <li>Executive Team</li> </ul>	
<b>GENERAL BEHAVIOUR</b> outside of classroom <ul style="list-style-type: none"> <li>Littering</li> <li>Chewing Gum at school</li> <li>Being Out of bounds</li> <li>Disrespectful behaviour to students &amp;/or staff</li> </ul>	<b>First Action: Littering and Chewing Gum:</b> Complete rubbish pick up at recess/lunch with you on Yard Assistance or arrange for students to do this at another time with another member of staff or supervise own lunchtime detention * <b>First Action: Being Out of Bounds and Disrespectful Behaviour to students and/or staff:</b> Restorative Conversation (RC) & Reflection Sheet (RS) *		
<b>BYO DEVICE MISUSE</b> Inappropriate use of BYOL (videoing, uploading photos etc.)	<b>First Action for inappropriate use of BYO Device:</b> Confiscate mobile device and ask students for their name and Oratory Group. Pass device to HL. Complete RS *		
<b>LATENESS</b> Lateness to class	<b>First Action:</b> Warning and Reminder <b>Second Action:</b> Supervise own detention or run OD in consultation with student's HL**. RS will go home with student – to be completed prior to entry into the next class.		
<b>UNIFORM</b> Not wearing College uniform appropriately	<b>All Action:</b> Immediate correction of issue * <b>Note:</b> If issue cannot be corrected immediately, see Level 2		
<b>UNSAFE BEHAVIOUR</b> Physical violence, leaving class without permission/missing, repeated swearing and threatening behaviour, etc	<b>If Behaviour impacts on the safety of others, implement the following:</b> <ul style="list-style-type: none"> <li>Contact <a href="mailto:studenthub@scr.vic.edu.au">studenthub@scr.vic.edu.au</a> and request Executive Support. This could also be done by sending a student to the Campus Director's Office to request support.</li> <li>While waiting for support, ask the student to step outside of the classroom but to stay in eyesight *</li> <li>Staff Member who removes student will determine best course of action **</li> </ul>		

<b>LEVEL 2</b> The Oratory Leader, Subject teacher and student need to resolve the situation <ul style="list-style-type: none"> <li>Attempt to rebuild relationship</li> <li>Try to resolve the issue by talking with the students (see list of suggestions below)</li> <li>Complete a Schoolbox Level 2 Record</li> </ul> If there are repeated incidents or no improvement go to LEVEL 3		<b>REMIND</b> - Remind students of behaviour expectations - name the actual behaviour <b>WARN</b> - Warn student for the consequences if they continue <b>ACT</b> - Enact consequence (Action) as soon as practicable.
Examples of behaviour include but are not limited to:	Actions and Follow Up: <b>*All Level 2 actions should be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)</b> <b>**Note on Schoolbox &amp; follow-up with a phone-call to parents</b>	Who/what can Support You
<b>BEHAVIOUR THAT PREVENTS LEARNING HAPPENING</b> (Remind, Warn, Act System) <ul style="list-style-type: none"> <li>Uncooperative behaviour with the teacher</li> <li>Showing a lack of respect towards other students</li> <li>Careless use of property/resource/facilities</li> </ul>	<b>For repeated and sustained behaviour from Level 1, the Subject Teacher/Oratory Leader will:</b> <b>First Action:</b> Removal from class to pre-arranged room/office for a set number of periods (pre-arranged with HL). Completion of RS ** <b>Note:</b> Consequences from RS to be placed on Schoolbox also. <b>Second Action:</b> OL will place student on a Student Feedback Card (SFC) and inform the HL and parents **	<ul style="list-style-type: none"> <li>Subject Teachers</li> <li>Oratory Leader</li> <li>Campus Directors</li> <li>Pathways Team</li> <li>Wellness Team</li> <li>Learning Diversity Team</li> <li>Executive Team</li> </ul>
<b>GENERAL BEHAVIOUR</b> outside of classroom <ul style="list-style-type: none"> <li>Disrespectful Behaviour towards staff and students</li> <li>Disruptive Behaviour</li> </ul>	<b>For repeated and sustained behaviour from Level 1, the Subject Teacher/Oratory Leader will:</b> <b>First Action:</b> Warn student restate expectations/rule and provide opportunity to self-correct * <b>Second Action:</b> Removal from yard (recess/lunch) to pre-arranged room/office for a set number of days (pre-arranged with HL). Completion of RS ** <b>Note:</b> Consequences from RS to be placed on Schoolbox also. OL will place the student on a Student Feedback Card (SFC) and inform the HL and parents ** <b>Third Action:</b> Contact HL for a Principal's Detention (PD). Parents notified through EdSmart **	
<b>LATENESS</b> Repeated lateness to classes	<b>First Action:</b> Warning given by Oratory Leader (OL) * <b>Second Action:</b> OL to arrange Oratory Detention (OD) with HL ** <b>Third Action:</b> Parents and student attend a meeting with the OL and HL and consider a BSP. Note on Schoolbox regarding the details and outcomes of meeting with parents.	
<b>UNIFORM</b> Not adhering to uniform expectations (T-shirt under shirt, spray jackets, jewellery, etc) <b>Note:</b> if out of uniform they MUST be sent to the HL. If unavailable, they are sent to Student Hub/Campus Assistant; this is inclusive of wearing HPE uniform on non-specified days (Year 7-9)	<b>First Action:</b> OL to discuss uniform concerns & issue a warning * <b>Second Action:</b> After two or more uniform infringements/notes on Schoolbox, OL issues an OD ** <b>Third Action:</b> For continued uniform infringements, student to be suspended by HL (internal/external) in consultation with CWD and a re-entry meeting held with parents/student ** A BSP to be considered.	

<p><b>UNSAFE BEHAVIOUR</b></p> <p>Physical violence, leaving class without permission/missing, repeated swearing and threatening behaviour, etc</p>	<p><b>If Behaviour impacts on the safety of others, implement the following:</b></p> <ul style="list-style-type: none"> <li>▪ Contact <a href="mailto:studenthub@scr.vic.edu.au">studenthub@scr.vic.edu.au</a> and request Executive Support. This could also be done by sending a student to the Campus Director's Office to request support.</li> <li>▪ While waiting for support, ask the student to step outside of the classroom but to stay in eyesight *</li> <li>▪ Staff Member who removes student will determine best course of action **</li> </ul>	
---	--	--

**LEVEL 3**

The Year Level Leader (please note that the OL and Subject teacher will continue to be involved and informed) meets with the student(s) and works to resolve the situation (see list of suggestions)

- Attempt to rebuild relationship
- Complete a Schoolbox Level 3 Record
- Parent Contact is made

If there are repeated incidents or no improvement go to LEVEL 4

Examples of behaviour include but are not limited to:	<p>Actions and Follow Up:</p> <p><b>*All Level 3 actions should be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)</b></p> <p><b>**Note on Schoolbox &amp; follow-up with a phone-call to parents</b></p>	Who/ what can support You
<p><b>BEHAVIOUR THAT PREVENTS LEARNING HAPPENING</b> (Remind, Warn, Act System)</p> <ul style="list-style-type: none"> <li>▪ Refusal to obey a teacher's reasonable instruction</li> <li>▪ Aggressive Breach of the Hands-Off Rule</li> <li>▪ Discriminatory Behaviours</li> <li>▪ Harassment of other students</li> <li>▪ Inappropriate use of property or resources</li> <li>▪ Unapproved absence</li> <li>▪ Behaving inappropriately in formal settings</li> <li>▪ Failure to improve from Feedback Card</li> </ul> <p>Repeat and sustained behaviour from Level 1 and 2</p>	<p><b>First Action:</b> Meet with student to discuss concerns. Place student on a SFC (monitored by HL)</p> <p><b>Second Action:</b> Organise a meeting with student and parent(s) to discuss issues of concern. Look at results from previous SFC/s. Warn that if no improvement the next step will be a Behaviour Support Plan (BSP)</p> <p><b>Third Action:</b> Implement BSP (monitored by the HL). Meet with all appropriate teachers and place the BSP on Schoolbox**</p> <p><b>Other actions as appropriate:</b></p> <ul style="list-style-type: none"> <li>▪ Principal's Detention (PD)</li> <li>▪ Internal or External Suspension (implemented by HL in consultation with CWD)</li> </ul> <p><b>Specific cases:</b></p> <ul style="list-style-type: none"> <li>▪ Aggressive Breach of the Hands-Off Policy = external suspension by HL (in consultation with CWD)</li> <li>▪ Aggressive rudeness/defiance = external suspension by HL</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject Teachers</li> <li>▪ Oratory Leader</li> <li>▪ Directors of Campus</li> <li>▪ Pathways Team</li> <li>▪ School Counsellor</li> <li>▪ Learning Diversity Team</li> </ul>
<p><b>GENERAL BEHAVIOUR</b> outside of classroom</p> <ul style="list-style-type: none"> <li>▪ Refusal to obey a teacher's reasonable instruction</li> <li>▪ Aggressive Breach of the Hands-Off Rule</li> <li>▪ Not attending timetabled classes</li> <li>▪ Smoking/Vaping at school</li> <li>▪ Discriminatory Behaviours</li> <li>▪ Bullying of students (examples are- exclusion, physical, social media, threats: in verbally, written, social media)</li> <li>▪ Vandalism/Graffiti</li> <li>▪ Theft</li> <li>▪ Non compliance with Uniform Guidelines</li> <li>▪ Inappropriate use of property or resources</li> <li>▪ Failing to attend detentions</li> <li>▪ Behaving inappropriately in formal settings</li> <li>▪ Repeat and sustained behaviour from Level 1 and 2</li> </ul>	<p><b>Year Level Leader may:</b></p> <ul style="list-style-type: none"> <li>▪ Meet with student</li> <li>▪ Discuss concerns with parents</li> <li>▪ Issue a Principal's Detention (PD)</li> <li>▪ Implement a Restorative Conversation (RC)</li> <li>▪ Issue a Behaviour Support Plan (BSP) - monitored by the HL</li> <li>▪ Internal or External suspension (implemented by HL in consultation with CWD)</li> <li>▪ Meet with and support teachers</li> <li>▪ Case manage with appropriate staff (LD, Wellbeing, VCAL, Directors)</li> <li>▪ Note on Schoolbox re: outcomes of meeting/contact with home **</li> </ul> <p><b>Specific cases:</b></p> <ul style="list-style-type: none"> <li>▪ Aggressive Breach of the Hands-Off Policy = external suspension by HL</li> <li>▪ Aggressive rudeness/defiance = external suspension by HL</li> <li>▪ Smoking/Vaping = external suspension &amp; QUIT activities to be completed at home</li> <li>▪ Nonattendance to detention/class = Internal or External suspension (implemented by HL in consultation with CWD)</li> </ul>	

<p><b>UNIFORM</b></p> <p>This is for when a student is fully out of uniform. All other actions are implemented via Levels 1-2</p>	<ul style="list-style-type: none"> <li>▪ <b>First Action:</b> First warning **</li> <li>▪ <b>Second Action:</b> Internal suspension (implemented by HL in consultation with CWD) &amp;/or PD</li> <li>▪ <b>Third Action:</b> External suspension followed by a BSP</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>▪ Spare uniforms kept in Mansion (see Reception)</li> <li>▪ Use discretion with enforcing these rules (i.e. check pastoral/wellbeing notes)</li> </ul>	
---	---	--

<b>LEVEL 4</b> The Year Level Leader, Executive Campus Directors involved (Note: the OL continued to be involved and informed) <ul style="list-style-type: none"> <li>Attempt to resolve the situation</li> <li>Complete Schoolbox Level 4 Record</li> <li>Parent Contact is made</li> <li>Keep all additional notes</li> </ul>		
Examples of inappropriate behaviour include but are not limited to:	Actions and Follow Up: <b>*All Level 4 actions should be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)</b> <b>**Note on Schoolbox &amp; follow-up with a phone-call to parents</b>	Who /what can Support You
<ul style="list-style-type: none"> <li>Serious Breach of Ethical Behaviour</li> <li>Inappropriate language towards ALL staff</li> <li>Violent behaviour of any description</li> <li>Persistent poor and disruptive behaviour in class</li> <li>Repeat and sustained behaviour from Level 1, 2, 3</li> <li>Failure to comply or demonstrate improvement on a BSP</li> <li>Repeated Principal Detentions (PDs)</li> </ul>	<b>Year Level Leader /Campus Director may:</b> <ul style="list-style-type: none"> <li>Raise the issue at a Student Focus Meeting (Campus-based)</li> <li>Internally/Externally suspend the student(s) concerned</li> <li>Conduct a Parent Meeting on return to school after suspension</li> <li>Facilitate a Restorative Meeting where appropriate</li> <li>Issue a Principal's Detention (PD)</li> <li>Implement a Behaviour Support Plan (BSP)</li> <li>Implement a Student Safety Plan (SSP)</li> <li>Refer to Student Wellness Team</li> <li>Involve the Executive Campus Director</li> <li>Contact with Community Police</li> <li>Contact with outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Subject Teachers</li> <li>Year Level Leader</li> <li>Wellness Team</li> <li>DP – Student Growth</li> <li>Pathways Team</li> <li>Community Agencies</li> <li>Learning Diversity Team</li> </ul>
<b>BULLYING</b> (Anti Bullying process MUST be followed) <ul style="list-style-type: none"> <li>Exclusion/intimidation</li> <li>Cyber</li> <li>Emotional</li> <li>Verbal</li> <li>Physical</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate Restorative Conversation (RC) / student given opportunity to make things right</li> <li>Verbal/ Written apology</li> <li>Parent-Student Meeting</li> <li>Issue Principal's Detention (PD)</li> <li>Liaise with Wellbeing Team/Outside Agencies</li> <li>Internal/external suspension (followed by meeting with Principal to discuss implications for ongoing bullying behaviour)</li> <li>Community Police</li> <li>Personalised consequence</li> </ul>	

**LEVEL 5**

The Principal, Deputy Principals, Executive Campus Directors (Note the OL, HL will continue to be informed and involved)

All information should be placed on Schoolbox

Examples of inappropriate behaviour include but are not limited to:	Actions and Follow Up: <b>*All Level 5 actions should be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)</b> <b>**Note on Schoolbox &amp; follow-up with a phone-call to parents</b>	Who /what can support you
<ul style="list-style-type: none"> <li>▪ Carrying a weapon: e.g. gun, knife, slingshot and /or an object that is fashioned to do harm to others.</li> <li>▪ Cyber Bullying of Staff</li> <li>▪ Use of Social Media with reference to staff without permission</li> <li>▪ Significant theft</li> <li>▪ Consuming alcohol at the College, or College sanctioned event</li> <li>▪ Perception of being under the influence of alcohol or an illegal substance at the College, or a College sanctioned event.</li> <li>▪ Repeated behaviours in Steps 1, 2, 3 ,4</li> <li>▪ Failure to comply or demonstrate improvement on a BSP</li> <li>▪ Failure to comply or demonstrate improvement on a Student Safety Plan (SSP)</li> <li>▪ Serious criminal offences</li> <li>▪ Serious wilful damage</li> <li>▪ Severe physical violence</li> <li>▪ Illegal use of Social Media</li> <li>▪ Use of Social Media not aligned with school values &amp; Catholic ethos. For example, Verbal, Written, Social Media commentary that impacts on the safety and wellbeing of others: examples include, but are not limited to: homophobic comments, racial and religious vilification, discriminatory comments, offensive comments, threatening comments (physical and emotional)</li> <li>▪ Behaviours that do harm to others and/or insight fear in students &amp;/or staff</li> </ul>	<p><b>Executive Campus Director /Deputy Principal may:</b></p> <ul style="list-style-type: none"> <li>▪ Internally/Externally suspend the student(s) concerned</li> <li>▪ Conduct a Parent-Student Meeting</li> <li>▪ Facilitate a Restorative Conversation</li> <li>▪ Involve the College Principal to determine course of action</li> <li>▪ <b>MACS Student Safety Plan (SSP)</b> as per MACS Guidelines for Behaviour Support in conjunction with MACS Policy 2.26, <i>Pastoral Care of Students in Catholic Schools</i></li> <li>▪ Place the student on a Principal's Agreement (PA)</li> <li>▪ Contact Community Police</li> <li>▪ Refer to Student Wellness Team</li> <li>▪ Negotiated Transfer</li> <li>▪ Expulsion</li> </ul> <p><b>Note:</b> A Student Safety Plan (SSP) will be implemented whenever required for a student who has demonstrated escalated behaviours to the point where learning &amp; teaching are severely interrupted and/or the safety of others is compromised. This behaviour will usually be presented as overt non-compliance, threatening misconduct and/or verbal or physical aggression. A Student Safety Plan (SSP) may be used as an extension to a Behaviour Support Plan (BSP) if appropriate.</p>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Deputy Principals</li> <li>▪ Executive Campus Directors</li> <li>▪ Melbourne Archdiocese Catholic Schools (MACS)</li> <li>▪ Pathways Team</li> <li>▪ Wellness Team</li> <li>▪ Outside Agencies</li> <li>▪ Learning Diversity</li> </ul>



**LEVEL 6\***

The Principal, Deputy Principals, Directors (Note: the OL and HL will continue to be informed and involved)

All information should be placed on Students file

Examples of inappropriate behaviour include but are not limited to:	Actions and Follow Up: <b>*All Level 6 actions should be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)</b> <b>**Note on Schoolbox &amp; follow-up with a phone-call to parents</b>	Who /what can support you
<ul style="list-style-type: none"> <li>▪ Possession of an illegal substance at the College or College sanctioned event.</li> <li>▪ Selling an illegal substance at the College, or College sanctioned event</li> <li>▪ Use of an illegal substance at the College, or College sanctioned event</li> <li>▪ Repeated behaviours in Steps 1, 2, 3 ,4, 5</li> </ul> <p><b>Note:</b> Refer to Exclusion from the College Policy</p>	<p><b>Principal/Deputy Principal/Executive Campus Director will:</b></p> <ul style="list-style-type: none"> <li>▪ Contact Parents</li> <li>▪ Contact Police</li> <li>▪ Provide Wellbeing Support either internally or externally</li> <li>▪ College Principal to determine course of action. These will be either:               <ul style="list-style-type: none"> <li>○ Negotiated Transfer</li> <li>○ Expulsion</li> <li>○ All process will reflect MACS Policy 2.26, <i>Pastoral Care of Students in Catholic Schools</i>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Deputy Principals</li> <li>▪ Directors</li> <li>▪ Melbourne Archdiocese Catholic Schools (MACS)</li> <li>▪ Salesian Provincial</li> <li>▪ Pathways Team</li> <li>▪ Wellness Team</li> <li>▪ Outside Agencies</li> </ul>

## FOUR KEY COMPONENTS OF POSITIVE TEACHER-STUDENT RELATIONSHIPS AT SALESIAN COLLEGE

Get to know your students	Establish professional boundaries	Establish trust	Be consistent
<b>Help students feel comfortable</b> <ul style="list-style-type: none"> <li>Be non-judgemental</li> <li>Show authenticity – be yourself</li> <li>Be approachable in your manner</li> <li>Use appropriate self-disclosure</li> </ul>	<b>Friendly but not friendship</b> <ul style="list-style-type: none"> <li>Maintain a professional relationship, never a friendship</li> <li>Insist on formal names/titles as staff</li> <li>Avoid nicknames and terms of endearment with students</li> </ul>	<b>Make a connection</b> <ul style="list-style-type: none"> <li>Give support</li> <li>Be active in supervision throughout the lesson/yard duty</li> <li>Be human/use humour</li> </ul>	<b>Provide predictability and stability</b> <ul style="list-style-type: none"> <li>Provide a sense of certainty, inside and outside of the classroom</li> <li>Be explicit with the teaching of social skills</li> <li>Positively reinforce/acknowledge students who demonstrate right-behaviours</li> </ul>
<b>Make time for your students</b> <ul style="list-style-type: none"> <li>Invest time in relationship building</li> <li>Allow time to establish the teacher-student relationship</li> </ul>	<b>Have fair and consistent expectations</b> <ul style="list-style-type: none"> <li>Set clear behavioural expectations in the classroom</li> </ul>	<b>Maintain confidentiality and privacy</b> <ul style="list-style-type: none"> <li>Model confidentiality and privacy in your interactions, inside and outside of the classroom</li> </ul>	<b>Model fairness</b> <ul style="list-style-type: none"> <li>Be fair to avoid showing favouritism</li> <li>Apply consistent and fair consequences (as per the Level 1-2 Positive Behaviour Guidelines)</li> </ul>
<b>Show interest in your students</b> <ul style="list-style-type: none"> <li>Show empathy</li> <li>Be approachable in your attitude</li> <li>Understand your students – what they interested in and who they are – what makes them laugh</li> </ul>	<b>Establish an organised classroom</b> <ul style="list-style-type: none"> <li>Develop clear classroom procedures (eg. lining up, seating plans, learning intentions, asking for help, etc)</li> <li>Plan for a variety of classroom activities</li> <li>Use brain breaks</li> <li>Establish feedback routines (eg. exit tickets)</li> </ul>	<b>Show respect</b> <ul style="list-style-type: none"> <li>Be mindful that respect is earned, not given</li> <li>Learn the names of your students</li> <li>Go above and beyond what is required</li> </ul>	<b>Develop expectations and boundaries</b> <ul style="list-style-type: none"> <li>Apply expectations and boundaries in a consistent manner</li> </ul>
<b>Know how your students learn</b> <ul style="list-style-type: none"> <li>Find out their preferred learning style</li> <li>Use testing to find out what they know and what skills they are proficient in</li> <li>Use a differentiated approach to teaching and learning</li> </ul>	<b>Create professional distance</b> <ul style="list-style-type: none"> <li>Be close, but not too close</li> <li>Be mindful of your professional reputation</li> <li>Only share information about yourself that is appropriate</li> </ul>	<b>Be engaged in their learning</b> <ul style="list-style-type: none"> <li>Promote active engagement of students in learning</li> </ul>	<b>Be authentic</b> <ul style="list-style-type: none"> <li>Show a genuine side to yourself</li> </ul>

## APPENDIX C

Salesian College Sunbury <b>Schoolwide Positive Behaviour Expectations</b>					
	<b>Learning Spaces</b> Classrooms and Specialist Areas	<b>School Grounds</b> Toilets, Hallways, Locker areas, Canteen, playground	<b>In the Community</b> Travelling to & from school, Excursions, School Sports, Camps	<b>Digital Spaces</b> Snapchat, TikTok, Facebook, TEAMS, etc	<b>At all Times</b>
<b>Community</b> Be Responsible	Support each other Walk when inside Keep to seating plans Actively listen to others Sit quietly when awaiting teacher instruction	Keep bathrooms clean Stay in designated spaces Place rubbish in bins Eat outside at recess/lunch Care for your locker	Be considerate & helpful Obey community rules Respect the environment	Report cyberbullying & crime Obtain consent before sharing Think before you post	Keep phones in lockers Wear correct uniform Respect personal space Obey the 'Hands-off' rule Follow staff instructions Be inclusive Respect facilities Strive for personal best Be on time Take on learning opportunities Take responsibility for your actions Represent the College with pride Use respectful language Be patient Show resilience Practice gratitude Be kind
<b>Learning</b> Be Engaged	Attempt all tasks Bring all required materials Focus on learning intentions Actively listen Use diary & submit all work Seek & act on feedback Ask for help when stuck	Line up outside the classroom before class Share spaces with others Use toilets and lockers during breaks	Actively participate in excursions Positively engage with the community Be open to learning from others	Follow Acceptable Use Policy Protect your personal information	
<b>Excellence</b> Be Amazing	Try new things Strive beyond your comfort zone Share your knowledge & skills	Be a positive role model Assist the teacher on duty Be kind to visitors Participate in House activities	Model responsible behaviours Engage in co-curricular activities & events	Explore new technologies to improve learning Make a positive contribution online Balance screen time	
<b>Faith</b> Be Respectful	Keep an open mind Respect opinions of others Find space for silence & prayer	Support others in the playground Be kind to visitors Avoid being a bystander (be an upstander)	Be an active member of your Parish Be a 'Good Christian & Honest Citizen'	Show respect for others Consider the impact of your written word on others	