Catholic College Wodonga

Student Management & Engagement Policy and Procedures

Purpose

At Catholic College Wodonga we recognise that the diversity of staff and students in a large school brings with it many challenges. Students must be constantly affirmed and given the support to grow as individuals. The purpose of the Student Management and Engagement Policy and Procedures is to provide a whole school approach to guidance and support for staff and students when student behaviour/s cause harm to individuals, interfere with their learning and the learning of others and is inconsistent with the core values of Catholic College Wodonga. At Catholic College students are expected to take responsibility for their actions and behaviours. The effective and explicit communication and implementation of this policy will:

- Allow students to become and remain fully engaged in their social, emotional, spiritual, cognitive and physical learning and wellbeing
- Graduate students from Catholic College with key values and outcomes grown from our Vision and Mission.
- Create a safe environment for all staff and students.

Basic Beliefs

Proactive approaches to student management and engagement build a well community

At Catholic College Wodonga, we believe that our positive school culture is based on staff, students and parents forming strong relationships; a strong focus on whole school wellbeing; effective communication of the expectations of behaviour and 'cultural climate' to students and parents; and positive classroom practice. Staff and parents will be proactive in talking to students about the ways in which the College manages engages students. Additionally, staff will use class time, Personal Learning time and Learning Mentor sessions, formally and informally, to develop a positive school culture that focuses on engaging students to be considerate and conscious of their role, responsibilities and rights as learners and members of the College community.

'Building a healthy school community means developing and maintaining an educational environment where members experience energy, confidence, openness, enjoyment, calm and caring in a combined and balanced way. This occurs when individuals/groups feel valued, have opportunities to grow and make a positive contribution'. COSSI

At Catholic College Wodonga we challenge behaviour that is inappropriate, disruptive and unsafe. Therefore, we state that all members of the College community take responsibility for their conduct, learning and relationships with others.

"Personal Responsibility is not the responsibility of others' **COSSI 2012, Behaviour Management.."**

Catholic College empowers staff in the management of students by placing an emphasis on the understanding that student management and engagement begins with the classroom teacher and it is their responsibility to

develop this and manage it, most immediately, in conjunction with the Learning Mentor and Learning Community Leaders.

The Learning Mentor will have an evolving relationship with the student that allows them to be a key resource for the classroom teacher. As a resource they will be able to provide insights into the students social, mental, physical and educational development.

The Learning Community Leader provides support to the Learning Mentor and Classroom teacher by acting as a mentor and resource.

The Deputy Principal Student Development and the College Wellbeing team support Learning Community Leaders. This team provides support in terms of providing access to recognised agencies, resources and strategies that will be specific to the needs of the student.

Process

When students display inappropriate, disruptive or unsafe behaviour it is vital for staff to remain calm. Students must be informed and reminded of their responsibilities to other members of the College community as found in the CCW Rights & Responsibilities Policy.

1. Initial Teacher Responsibilities

Teachers have a responsibility to implement strategies aimed at improving behaviour that is inappropriate, disruptive or unsafe. If concerning behaviour continues and is of a nature that hinders the learning of others and persists after appropriate warnings then a teacher may request that the student/s be removed from the learning environment.

If and when students do not adhere to the expectations of the learning environment they must be given warnings about their inappropriate, disruptive behaviour (Teacher must explain how student/s behaviour is either disruptive, inappropriate or unsafe and implement appropriate classroom management strategies i.e. moving student to a different part of the room).

If behaviour that is disruptive to the learning environment continues a student can be given "timeout" for 5-10 mins (to be in sight of teacher with door open). In accordance with restorative practices this is a further opportunity for the teacher to explain how student/s behaviour is disruptive, inappropriate or unsafe and why they are being removed from the learning environment. It is an opportunity also to allow the relationship to move forward and see the student re-engage with the learning environment. Further to this the teacher has an opportunity to challenge or inform the student that certain responsibilities are not being met and the rights of others are being affected due to their disruptive, inappropriate or unsafe behaviour.

Support for Teachers

If the above process is followed and student/s continue to engage in inappropriate, disruptive or unsafe behaviour then the classroom teacher has the right to request student/s be removed from the learning environment.

Teacher may request assistance from other teachers to have student removed or ask a trusted student to escort offending student to the LCL Office with another reliable student. Again, the teacher must explain how student/s behaviour is disruptive, inappropriate or unsafe and why they are being removed from the learning environment. (A brief note of why student sent with reliable student OR email sent to LCL Assistant.)

Follow Up

Once class is finished the teacher must "follow up" with the student at earliest convenience. This could take the form of a simple and calm conversation reiterating expectations and responsibilities. If teacher remains concerned about inappropriate, disruptive or unsafe behaviour then student may be prevented from re-entering the class until a meeting is arranged with student, student's parents, teacher and students Learning Community Leader or Deputy Principal Student Development.

If the relationship between student/s and teacher is damaged a restorative meeting, in line with College Restorative Practices may be arranged if all parties are in agreement. (For further details see College Restorative Practices Guidelines & Procedures)

Note: Whilst removing a student from class is not conducive to their ongoing learning there are times when it is necessary to do so. The purpose of this may be to put 'space' between all parties to: allow an investigation to proceed; the staff and student/s concerned to get on with their learning unhindered; the various parties to regain calm in their thinking and emotion. If a student is removed from class LCL or Deputy Principal Student Development must ensure appropriate, relevant and meaningful school work is provided to allow the student to remain engaged in their learning.

Reason to detain student during breaks

Staff may decide that a student needs to be detained during a recess or lunch break so that they can talk to a student unhindered or have the student completed unfinished work.

Individual staff can detain a student for recess or lunch breaks for a reasonable part of the time allocated. Students must have part of the scheduled break.

2. Restorative Practices

Catholic College believes in restorative practices, as it is central to the foundations of building a well community. It is deemed that teachers and support staff have a positive and trusting relationships with students and parents as members of the Catholic College community and that these relationships are vital in the development of the young people in our care.

However, when a relationship becomes fractured, learning is disrupted or members of the College community are hurt, Catholic College believes that restorative practices must be enacted as a means of rebuilding and strengthening relationships, enhancing learning and allowing affected parties to once again work together. It is designed to address a range of opportunities and needs in emphasising prevention and a whole school approach, while embracing the right blend of high control and support.
(For further details see College Restorative Practices Guidelines & Procedures)

Reasons to Suspend
At all times Catholic College Wodonga will attempt to put in place support structures and procedures that will see students avoid suspension. However, if it is deemed necessary the College will request that a student remain away from the College in order to allow for space between effected parties, time to reflect on their actions, allow for an investigation to occur or the development of support strategies.

Reason to expel
Grounds for expulsion
At all times Catholic College Wodonga will attempt to put in place support structures and procedures that will see students avoid explosion or negotiated transfers to other schools. A principal may expel a student only after consultation with CEO and review of SSEB Guidelines.

3. Levels of response and support actions for student behaviour

The following information outlines levels of support and actions that will be implemented to support student behaviour and track behaviour over their time here at Catholic College. Incidents within these levels will be recorded in **SIMON.**

There are four levels of support that categorise the actions and responses to when students engage in inappropriate, disruptive or unsafe behaviour and do not meet accepted responsibilities and behaviours.

These levels provide assistance to school community members when:
Negative behaviours are ongoing and behaviour causes significant harm and needs to be dealt with immediately.

Level 1 recognises appropriate responses when a students behaviour needs to be challenged but is not requiring any serious consequence or action. Level 1 incidents, are to be handled by either the classroom teacher or Learning Mentor.

Level 2 recognises appropriate responses when a student's behaviour is a disruption to others learning, safety and or wellbeing. Level 2 incidents are to be handled by either the classroom teacher, Learning Mentor and Learning Community Leader.

Level 3 recognises appropriate responses when a student's behaviour has become a continual disruption to other's learning, safety and/or wellbeing. Level 3 incidents are to be handled by the classroom teacher, Leaning Mentor, Learning Community Leader and Deputy Principal-Student Development.

Level 4 describes behaviour that causes significant harm (e.g. continual disruption to learning and teaching, language that is aggressive/offensive/defamatory or vilifies, including online; direct physical contact with intent to harm others; illegal substance abuse during school time on school property).
Furthermore, Level 4 describes the behaviours and actions for when a student is seriously at risk to themselves and others within the College community. Level 4 incidents are to be handled by the Learning Community Leader, Deputy Principal-Student Development and the College Principal.

It is possible, depending on their behaviour, for a student to bypass level **1 and 2** as a result of their negative actions. Only a Learning Community Leader, Deputy Principal Student Development and Principal can identify and manage a student at Levels 3 or 4. If a staff member is unsure about which support level a student needs to be managed, they should consult a Learning Community Leader or the Deputy Principal Student Development.

Working through the Response and Action Levels

The Rights and Responsibilities describe the types of behaviours the College community requires and expects. By knowing these, enables staff to effectively assess student behaviour as inappropriate and so recognises that a commitment to respond to that behaviour is necessary. The level of response is determined by the intent of the action and the resultant harm.

Communication Protocols within the Support Levels

It is the responsibility of staff managing behaviours, deemed inappropriate, unsafe or disruptive to record concerns within SIMON Behaviour Tracking.

Communication with parents
When student/s behaviour is inappropriate, disruptive or unsafe it is vital that parents are informed.

- Communication with parents can be done in the following ways:

- A phone call to the parent, by staff member dealing with issue, explaining to discuss the concern/s and action take by the College

- An email to the parent, if this form of contact has been agreed, upon and established to discuss the concern/s and action take by the College

- A letter or note to the parent. This may include College pro forma (e.g. *Computer Misuse, Work Not Done*). The teacher should expect a response from the parent and follow up to ensure information has been received.

- Requesting a face-to-face meeting with the parent/s to discuss the concern/s and action taken by the College

Communication with Learning Mentors
It is expected that the classroom teacher, Learning Community Leaders and Deputy Principal (Student Development) keep the student/s' Learning Mentor informed of important communication/s to parents and general progress.

A behaviour tracking note recorded in **SIMON** and appropriate individuals informed.

Communication with Classroom Teachers, Wellbeing Team, Camp Co-ordinators, Learning Support
When student/s behaviour is inappropriate, disruptive or unsafe it is vital that classroom teachers are informed. This communication may form part of a case management plan and involve meetings with teachers to assist with strategies to support both teacher and student.

Truancy Detention
These detentions are for truancy only

The college has a truancy detention program that requires students to attend 'out of school' detentions for up to one hour. These are negotiated with families. Where location and travel are an issue then a substitute time can be negotiated with the LCL. These would be during scheduled lunchtimes or after school.

Catholic College ensures that the student's dignity and learning are persevered. However, the College acknowledges that there may be situations that see a student removed from the College due to the continued disruption to others learning, safety concerns and failing to meet the expectations or requirements for completing their education.

On returning to Catholic College the student and parents/guardians will be required to meet with the Deputy Principal - Student Development, Learning Mentor and Learning Community Leader. As a means of extra support and if deemed appropriate a member of College Wellbeing Team or the Career Education and Development Leader may be invited in order to discuss and assist with a student's re-entry to the College as a means of extra support.

At all times the focus of re-entry will be to for the student re-engage in their education, be supported in any wellbeing needs and restore relationships within the community. Students may need extra support via the College Case Management Policy and Procedures (See Associated Documents)

ASSOCIATED DOCUMENTS

1. Pastoral Wellbeing Policy (Available on College Website)

2. Anti-bullying Policy (Available on College Website)

3. Responsible Digital Citizenship Policy (Available on College Website)

4. Case Management Policy and Procedures (Available on College Website)

Updated: DP Student Development – August 2015

Approved: Leadership

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APPENDIX 1

Removal of Students from Class-Response Steps in Action

REMOVAL FROM CLASS	ACTION	FOLLOW UP
After warnings or reminders a student/s may be removed for a short period	Active Supervision-Remain in sight of teacher	Restorative process followed. Student re-enters class
Longer Period - Persistent inappropriate or unsafe behaviour continues	Removal from class to LCL office. Another student accompanies offending student to LCL office: accompanying student returns to class and confirms offending student is in LCL. Offending student refuses to go to LCL – send a trusted student to LCL. If no one available then Deputy Principals. Staff member emails LCL, at earliest convenience to notify of action	Incident documented, on SIMON Behaviour Tracking by classroom teacher. LM and LCL informed. Parents/guardians contacted by either classroom teacher, LM or LCL. Classroom teacher must follow up with LM, LCL and student.
Pre-determined Removal – Depending on seriousness of issue or incident.	Staff member communicates with LM and LCL, decision made to remove student for required lesson/s. Staff member prepares work. Classroom teacher to ensure that whist student is not in attendance that meaningful and relevant work is provided to the student The student completes the work in LCL office. Student remains isolated from class until all parties concerned have met and are satisfied that behaviour will desist and relationships are restored.	Restorative process involving classroom teacher, LM and LCL adhered to. Outcomes documented on SIMON in Student Notes. Parent/guardians informed.

APPENDIX 2

Behaviour Tracking Levels - Behaviours and Responses

LEVEL 1	Actions or Consequence:	Responsibility:
Level 1 concerns involve minor behaviour issues that are to dealt with by the **classroom teacher and or Learning Mentor**. Incidents may pertain to and include the following. • The disrupting of others in their learning • Non-Attendance to class • Inappropriate language in class or the yard • Non-completion of work requirements • Non-compliance with College ICT and Digital Citizenship Policy • College uniform infringement • Damage to property	• Using restorative language to repair the relationship between parties. • Undertake a conversation with student to identify any issues that may be impacting on their social and emotional wellbeing • Work with Wellbeing department to identify any issues that my be impacting on their social and emotional wellbeing • Reminding student of expectations. • Warn student of possible consequences such as contacting parents, contacting LM or setting teacher directed detentions, possible removal of student from class, yard or school activity (isolation) • Discussion between staff member and student. • Requesting meeting student outside of class time. • Change of seating or use of seating plan. • Discussion with necessary colleague re-appropriate strategies (e.g. Learning Mentor • Record incident details and action taken on **SMON**	• Learning Mentors • Classroom teachers Staff member dealing with the issue

LEVEL 2	Actions or Consequence	Responsibility:
Level 2 concerns involve behavioural issues that are to be dealt with by the **classroom teacher, Learning Mentor and Learning Community Leader** Incidents may pertain to and include the following: • Disrespect/Rudeness towards members of the College community • The harming of others-Physical or Bullying, • The sustained disrupting of others in their learning • Sustained non-Attendance to class and or school • Sustained inappropriate language in class or the yard • Sustained non-completion of work requirements • Sustained non-compliance with College ICT Policy and Digital Citizenship Policy • Sustained College uniform infringement • Damage to property • Unsafe Behaviour	• Using restorative language to repair the relationship between parties. • Undertake a conversation with student to identify any issues that may be impacting on their social and emotional wellbeing • Work with Wellbeing department to identify any issues that my be impacting on their social and emotional wellbeing • Reminding student of expectations. • Warn student of possible consequences such as contacting parents, contacting LM and LCL, setting teacher directed detentions, possible removal of student from class, yard or school activity (isolation) • Discussion between staff member and student. • Requesting meeting student outside of class time. • Change of seating or use of seating plan. • Discussion with necessary colleague re-appropriate strategies (e.g. Learning Mentor, Learning Community Leader, Wellbeing Team Member). • Record incident details and action take on **SIMON-** Staff member dealing with the issue	This level is largely the responsibility of the significant adult, which can be the classroom teacher or Learning Mentor It is expected that the class teacher or staff member work actively with the student to address the behaviour or harm caused. This applies to problems arising within: classrooms, yard, school camps, and excursions. When action is taken, the teacher should notify parents. The student's Learning Mentor and where appropriate the Learning Community Leader should also be notified.

Level 3	Actions or Consequence:	Responsibility:
Level 3 concerns involve behavioural issues that are to be dealt with by the **classroom teacher, Learning Mentor and Learning Community Leader and Deputy Principal Student Development** Incidents may pertain to and include the following. Disrespect/Rudeness towards members of the College community The harming of others-Physical or Bullying, The sustained disrupting of others in their learning Sustained non-Attendance to class and or school Sustained inappropriate language in class or the yard Sustained non-completion of work requirements Sustained non-compliance with College ICT Policy Sustained College uniform infringement Damage to property Unsafe Behaviour	• LM/LCL/DP Student Development advised of the concern and given an opportunity to speak with the student before further action is taken. • Student interview with a combination of the following LCL, LM, DP Students & parents. Action determined can include: • Monitoring and review of student behaviour and progress. Which means sourcing and providing feedback about subsequent behaviour to parents, student and appropriate staff. • Set date to review progress with student and parents. If the review is satisfactory student can move back a level. • Referral to Wellbeing Team for support • Short term or permanent removal from class • Negotiated after school detentions – appropriate when the student behaviour has resulted in no work being completed and so the detention acts to allow learning to be supported • Internal and external isolation • Conduct card • Specific Behaviour Management Plan as part of case management • Loss of privileges. These may include school based and extra curricula activities • Modified Work Program • Referral to relevant KLA Leader • Referral to Learning Support Leader • Referral to Career Education & Development Leader • Student, parent and referring staff member informed.	It is expected that the LCL, LM and Class Teacher work together with the student to address the behaviour or harm done. This level is largely the responsibility of the LCL Deputy Principal – Student Development up-to-date with situation. Other Key leaders mentioned at this level must keep brief notes of actions taken and keep relevant LCL informed of student progress.

Level 4	Actions or Consequence:	Responsibility:
The behaviour is ongoing from **Level 3** and represents the need for the student to move to a level where the Deputy Principal (Student Development) supports the management of the student, as Removal or Suspension may be an option. Or, the behaviour is of a nature that represents a threat to the safety of staff or has impacted on the physical and emotional wellbeing of a student or staff-member and Suspension is required. Furthermore Level 4 concerns include unresolved, serious ongoing or wrongful behaviour/s. These include seriously undermining the ethos of Catholic College; • Consistently and deliberately failing to comply with any lawful order of the Principal, Deputy Principal or teacher; • Is offensive or dangerous to the physical or emotional health of any student or staff member; • Consistently, deliberately and negatively interfering with the educational opportunities of other students; The harming of others-Physical or Bullying, The sustained disrupting of others in their learning Sustained non-Attendance to class and or school Sustained inappropriate language in class or the yard Sustained non-completion of work requirements Sustained non-compliance with College ICT Policy Sustained College uniform infringement Damage to property Unsafe Behaviour	1. Deputy Principal (Student Development) and College Principal advised of serious behavioural breach. 2. In the case of a critical incident, the safety and wellbeing of all parties involved is to be the focus. Police and CEO notified if the incident is criminal in nature 3. In those situations of serious breaches for which an agreed consequence is internal suspension or removal from classes, this will be implemented automatically. 4. After the suspension is served a re-entry interview is organised. Attendees are Deputy Principal (Student Development), Parents of student, Student, Learning Community Leader, Learning Mentor and other members as requested by Deputy Principal (Student Development) 5. A mediation or restorative may be a part of the re-entry process. • For continued behaviours that have been previously addressed at Level 3 and not been adjusted, then, Deputy Principal (Student Development) becomes involved. They work with Case Management to maintain and implement further strategies. Strategies May Include • Community service • Referral to other services • Permanent removal from class • Counselling – pastoral or vocational • Referral to College Learning Support • Adapted work program • Further loss as of privileges as per Level 3 • Staff working with student is informed of outcomes. • Student behaviour monitored. • Set date to review progress with student and parents. If the review is satisfactory student can move back a level. • Internal or External Suspension for longer periods. • Involvement of Police • Involvement of Catholic Education Office.	This Level is largely the responsibility of the Deputy Principal Student Development. It is expected that the LCL and Deputy Principal (Student Development) work together with the student and their family to address the ongoing behaviour. Deputy Principal (Student Development) <u>must</u> keep brief notes of actions taken and keep Principal up-to-date with situation. All outcomes and actions to be recorded on SIMON

APPENDIX 3

Behaviour Management Administrative Procedures
The following information outlines responsibilities and procedures with regards to administration of consequences and actions related to student management.

TYPE	RESPONSIBILITY	FAMILY CONTACT	NOTES RECORDING	ADMIN OFFICER	CORRESPONDENCE
TRUANCY DETENTION	LCL	LCL - Phone call to family	LCL advises LCLa by notifying via SIMON	LCLa adds to SIMON	LCLa Detention letter home
INTERNAL ISOLATION	LCL supported by DP students	LCL- Phone call to family	LCL keeps own notes and/ or adds to SIMON.	LCLa Notes in SIMON that student is on INTERNAL ISOLATION and grants CLASS PASS/LCL Office	LCLa Letter home to family as directed by LCL/ DP Student Development Copies held on file and uploaded to SIMON
ISOLATION	LCL supported by DP Student Development	LCL - Phone call to family	LCL keeps own notes or adds to SIMON. LCL advises LCLa and Student Reception	LCLa – notes in SIMON that student in in EXTERNAL ISOLATION Attendance Officer – Notes Attendance	LCLa Letter home to family as directed by LCL/DP Copies held on file and uploaded to SIMON
SUSPENSION	DP Student Development	DP Student Development Phone call to family	DP Student Development Keeps notes and/or adds to SIMON. DP advises Assistant to Leadership and Attendance & Admissions Officer	Executive Assistant to DP Students attends to correspondence/notes in SIMON as directed by DP Student Development	Letter home to family Copies held on file and uploaded to SIMON
EXPULSION	Principal/ DP Student Development	Principal	Principal/ DP Student Development – appropriate staff advised	Executive Assistant as directed by Principal	Copies held on file
BEHAVIOUR AGREEMENT	DP Student Development	DP Student Development /LCL	Formal Behaviour Management Agreement Noted in SIMON Student Profile/Student Notes	LCLa/ Executive Assistant to DP Student Development as directed by DP Student Development	Copies held on file Copy uploaded to SIMON