



# STUDENT MANAGEMENT & ENGAGEMENT POLICY

Version: 1.1

Last amendment: July 2019

Portfolio: Pastoral Wellbeing

Approved by:

Next Review: 2021

## COMMITMENT TO CHILD PROTECTION

The dignity of the human person, who is created in the image and likeness of God, is the foundation of Catholic Social Teaching at Catholic College. This Catholic anthropology leads us to afford all people, but especially children, young people and the most vulnerable, the highest respect. Within this context, Catholic College recognises its duty of care to students and is committed to providing a safe, supportive and secure environment that promotes respect, care and values diversity.

The College regards its child protection responsibilities with the utmost importance and is committed to the creation of a safe, just and respectful environment that supports wellness for all members of the school community.

### 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 child safe environment for all staff and students.

## 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. Corporal punishment at the College is prohibited.

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

In accordance with Ministerial Order No 870 Catholic College ensures that all students feel safe to report abuse and are empowered to have their say. This allows for student voice and engagement in conversations relating to Child Safety.

### Child Safe Standard 7

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.

## **VISION STATEMENT**

The relevant sections of the school’s Vision and Mission statement that underpins this policy are:

Catholic College Wodonga:

- Promotes pastoral wellbeing programs and behaviour’s that enable its community members to be connected in a child safe environment.
- Aspires to provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a child safe environment.
- Aims to develop a community consciousness of shared responsibility for the care and wellbeing of others.
- Endeavours to enable community members to understand the process of accessing support and to feel comfortable to do so.

- Promotes a community in which compassion, justice, fairness and equality exists for all.
- Encourages leadership across the school that is visionary, reflective, courageous, collaborative, inclusive and respectful

## DEFINITIONS

### COSSI

- Charter of Sandhurst School Improvement

## PROCEDURE

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 Responsibilities and Rights Protocol.

### 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 expulsion or negotiated transfers to other schools. A principal may expel a student only after consultation with CEO and review of SCEC 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 student's 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, Learning 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)

## RELATED MATERIAL

- Pastoral Wellbeing Policy
- Bullying Prevention and Intervention Policy
- Responsible Digital Citizenship Protocol
- Student Responsibilities and Rights Protocol
- Student Behaviour Quick Reference Guide