



Kolbe Catholic College

Our Values and Responsible Student Behaviour Guidelines 2019

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Our Values and Actions.....

Kolbe Catholic College places a strong emphasis on the personal, academic, social and spiritual growth of each young person who attends the College. In doing so, all members of our school community are guided in the example of St Maximilian Kolbe, his legacy of *“Faith, Courage and Compassion”* and his commitment to serving God through compassion and commitment to supporting the less fortunate. Our College motto, and how we live this on a day to day basis, is a key focus for all students and staff. As a College community, we approach this through the Pastoral Care, Wellbeing and Faith and Religious Education, and educational Programs. As members of the community, our students are able to identify and practice the following key set of values and actions:

Key Values:

- Beliefs
- Catholicism
- Centrality of Jesus
- Compassion
- Courage
- Environmentally Aware
- Faith
- Hope
- Humility
- Justice
- Pride
- Respect
- Spiritual Growth
- Strength
- Striving for the Best
- Trust

Our Actions:

- Believe in our God and his promise
- Accept
- Care
- Commit
- Communicate
- Cooperate
- Be encouraging of others
- Be happy
- Be honest
- Be kind
- Lead
- Listen
- Be patient
- Be considerate
- Be a positive role model
- Be responsible
- Be reverent
- Make sacrifices
- Be social
- Embrace House Spirit
- Be generous
- Be passionate
- Pray
- Be Selfless
- Be Fair

For our students this means that they are committed to always working towards:

- Respecting the individuality and particular needs of all of God’s people.
- Developing relationships that respect the dignity, rights, opinions and freedoms of others.
- Acting in a responsible and courteous manner.
- Reaching out and providing support to the less fortunate within our community.
- Follow all school rules when interacting with each other.
- Ask questions of their teacher if they are unsure of what is expected of them.
- Striving for personal excellence in all they do.

Whole School Approach to promoting Responsible Student Behaviours....

At Kolbe Catholic College we address the behaviour support needs of all students within a whole school context. A whole school approach means everyone is committed to the provision of a safe and supportive learning environment where interactions are always *Safe, Fair and Kind*.

Our whole school approach provides a supportive learning environment through:

- Professional consistency
- Open communication within the school community concerning the behaviour expectations of all students and developing Responsible Behaviour Plan for Students who struggle to meet these expectations.
- Shared school values and a positive inclusive culture.
- Responding to breaches of student behaviour expectations through clear and well defined processes that are based on restorative practices.
- The development of negotiating skills.
- Supporting students and building strong community relationships.

For the whole school community this means:

VALUE	STUDENTS	STAFF	COMMUNITY
RESPECT	<ul style="list-style-type: none"> • Use respectful language when communicating. • Treat other people and their possessions with respect. 	<ul style="list-style-type: none"> • Model respectful behaviour at all times. • Respect the rights of students and community members. 	<ul style="list-style-type: none"> • Show respect for and value the school ethos. • Be respectful of individual differences in the community.
RESPONSIBILITY	<ul style="list-style-type: none"> • Making appropriate choices without supervision. • Be responsible for own learning, conduct, actions and communication. 	<ul style="list-style-type: none"> • To provide a safe, friendly and challenging learning environment • Be a positive role model for parents and students. 	<ul style="list-style-type: none"> • Support the school in its endeavour to provide the best educational outcomes for each child. • All members of the school community have a responsibility in promoting a safe and supportive school environment.
CO-OPERATION	<ul style="list-style-type: none"> • To work harmoniously with peers and teachers. • Following of school rules and expectations. 	<ul style="list-style-type: none"> • TEAM (Together Everyone Achieves More) • Create a co-operative culture within the teaching fraternity. 	<ul style="list-style-type: none"> • To work in conjunction with the school to uphold and instil the school's values. • Co –operate with family and members of the school community to foster a partnership.
CONSIDERATION	<ul style="list-style-type: none"> • Listening to others and responding sensitively. • Behaving in a way that reflects well on the school. • Allowing other students to learn in an environment free from disruptive behaviour. 	<ul style="list-style-type: none"> • Be mindful of the rights and feelings of others. • Act in a manner befitting of our profession. 	<ul style="list-style-type: none"> • Treat all members of the school community in a polite and respectful manner. • Model and reinforce the need for consideration.
FAIRNESS	<ul style="list-style-type: none"> • Display fairness in attitude towards others in class and in the school yard. • Treat everyone fairly. 	<ul style="list-style-type: none"> • Model fairness in disciplinary decisions. • Treat all students with impartiality. 	<ul style="list-style-type: none"> • Be aware of and accept the rights of other members of the school community. • Treat staff fairly and respectfully.
HONESTY	<ul style="list-style-type: none"> • Be truthful to self and others. • Exercise ethical judgements. 	<ul style="list-style-type: none"> • Be honest in your assessment of a student's ability and behaviour. • Model honesty and integrity at all times. 	<ul style="list-style-type: none"> • To be open and trusting in regard to their own children. • Be honest in dealings with community members.

Responsible Student Behaviour Examples.....



Expectations for All Classes.....

The following are expectations for all teachers and students of all classes at all levels.

1. Equipment – Every student must bring to every class their MacBook, textbook, workbook, calculator (Maths & Science), ruler and full pencil case. The only exceptions are for sport and practical HPE classes. *School bags are never to be taken to classrooms.*
2. Seating Plan – It is recommended that each class have a seating plan for the particular room. It is up to the teacher to devise this plan to suit the needs of the particular class. Once devised this can be altered to suit changing needs. A copy of the seating plan is to be passed onto CRT's and Kolbe Staff when taking an extra. A seating plan should be kept during the completion of a SAC.
3. Uniform – Students are expected to attend every class wearing the correct College uniform. Subject teachers are expected to inform the Learning Advisor of any student who is out of uniform.
4. Pastoral Care Lesson – MacBooks are not to be used by students during extended pastoral care, unless it is for the purpose of the learning activity being run by the Learning Advisor.
5. Formal Start to Lesson – All students are to line up outside their classroom in an orderly manner before entering a room. Upon entry into the classroom it is a requirement that students stand behind their allocated desk and will not be seated until the teacher has formally greeted the class and the class has greeted the teacher. Students and staff are also expected to stand and greet adult visitors to the class. It is also a requirement in Morning PC that MacBook's are closed during morning prayer. It is strongly recommended that teachers (Subject Teachers and Learning Advisors) personally greet as many students as possible as they enter a classroom.
6. Formal Close to the Lesson – All lessons must conclude with the following:
 - Every student is required to write in their notes or on SEQTA any tasks that need to be completed by the next lesson.
 - Check the room for tidiness, pick up rubbish, and chairs are pushed in under the table (or placed on the table at the end of period 5 or whenever that classroom is to be used last on that day). Any furniture that has been moved during the lesson is to be returned to their original position.
 - Students wait behind desks to await dismissal in an ordered manner as determined by the teacher.
7. Leaving the Classroom – Students are not permitted to leave the classroom except under the most exceptional circumstance. In these limited circumstances, the time and reason must be written on a note and given to the student to be held while outside the classroom. A record must also be kept by the teacher. Please note that leaving class to go to a locker or another classroom for a forgotten item is not an exceptional circumstance. Students are strongly encouraged to use the College bathrooms during recess and lunchtime. In the exceptional circumstance where a student must use a bathroom during a lesson because they cannot wait, he/she will need to go to student reception to use the sickbay bathroom. Students must not take a friend or another student with them.
8. No Tolerance for Abuse - Students are not permitted to abuse any member of staff or student. Doing so will result in the automatic removal of that student from class. Staff are to use the Reflective Thinking Classroom in order to remove the student and to ensure that the student has the opportunity to rectify his/her behaviour. Please use the guidelines as outlined in the RTC documentation and process. At times, staff may be required to contact a House Leader to action the student removal if the student is defiant. The removal of any student will need to be followed up as per the exiting a student from class process outlined in the 'Our Values and Responsible Student Behaviour Guidelines' and a restorative meeting between the Student and Staff member arranged and conducted, having additional consequences than to those used as part of the RTC process.
9. Explicit Classroom Rules – Explicit rules for the operation of an individual class are encouraged. (For example, the use of goggles in Science experiments, MacBook covers to be shut during teacher explanations.)

This letter outlines the expectations placed on our students. Each family receives this copy at the start of each year and are expected to discuss it with their child. It provides the staff the opportunity to make-reference whenever students breach the expectations.



Dear Parents,

I trust that the school year has started strongly for you and your family. The College continues to challenge all the students into achieving their best by working with their teachers and participating in all of the available learning experiences. It is important that as a family, you are clear of the many expectations that are required of your child. Students at Kolbe Catholic College are required to read this document with their parents in order to understand their responsibilities as students and as members of the Kolbe Catholic College Community. These expectations are outlined in good faith, and to endorse our College's Mission and values. As a Kolbe Catholic College student, your child is expected to:

1. Recognise and accept the aims of the College as a Catholic School and support its religious practices, celebrations and programs, and be considerate of others in this community.
2. Agree that it is of the utmost importance that the dignity of others, our fellow students and teachers alike is respected. This is to be done by treating others with care, courtesy and fairness. The conduct must be marked by politeness, common sense and respect.
3. Assume responsibility for behaviour and in doing so, agree to follow the hands-off rule, College Policies and maintain positive relationships within the College.
4. Care for the school environment and respect for College property. This includes:
 - Properly disposing of litter
 - Respecting the property of the school, such as lockers, MacBooks, and not causing harm in any way
 - Respecting the property of other students and staff
5. Assume responsibility, with the help of teachers, for work and study habits, and for the submission of essays, projects, assignments and other course requirements.
6. Agree to respect the importance of learning and acknowledge the need to:
 - Come prepared for class
 - Engage in learning activities
 - Allow other students to engage and participate in learning activities
 - Listen attentively to teachers and other students
 - Respect and encourage others in the classroom
7. Agree to support the College's policies on homework and academic honesty.
8. Realise that regular attendance at school, and punctuality to all lessons, is mandatory. This includes:
 - Being at school by 8.40 am
 - Attending all classes on time and being fully prepared
9. Take an active part in school activities and try to foster a sense of community and community spirit within the College by participating in Feast Day; Swimming, Cross Country and Athletics Carnivals; SACSS and Premier League; Sport; Reflection Days, camps, excursions and other College activities including co-curricular and social justice events.
10. Agree to wear the full and correct Kolbe Catholic College uniform and to take pride in it. This includes only wearing the HPE uniform on days where Physical Education classes or sport are to take place. If unable to wear

any part of the uniform, your child will present a note of explanation from the parent(s)/legal guardian(s), dated and signed.

11. Realise that there are no extremes of hairstyles permitted. Hair must be natural in colour, tied back and “off the face” at all times.
12. Respect the College’s expectations in regards of jewellery. Accept that the College has the right to confiscate any items it deemed inappropriate to the uniform.
13. Recognise that it is not appropriate to wear make-up, nail polish, gel nails or acrylic nails to school. Accept that the need to remove these items before attending classes and/or College events.
14. Realise the harmful nature of tobacco, alcohol and illegal drugs, and agreeing to abide by the policies and regulations that forbid their use and/or possession:
 - On my way to and from school
 - At school
 - On excursion, retreats, discos, dinners or any school based activity
 - When wearing the College uniform

As such, understanding that if there was a serious breach to College policies and regulations that also was to involve a breach in the law, the matter will always be reported to the Victoria Police.

15. Acknowledge that mobile phones, iPod’s and other similar electronic devices, as outlined in the Electronic Devices Policy may be brought to the College at one’s own risk. Out of respect for teachers, and other students, agree to use this technology responsibly and abide by the policies and regulations outlined. Accept that failure to use this technology appropriately, as deemed by the College, will result in it being confiscated and returned at the discretion of the College to the parent/guardian.
16. Understand that using photos of staff, students, College buildings, the College’s name and crest without specific written permission is a breach of the privacy laws of Victoria. Thus, as family, you agree to not use any images related to the College without specific permission as outlined in the Information Systems – Acceptable Use Policy. This includes posting such images on websites via any type of technology, such as mobile phones, MacBooks or other electronic devices capable of capturing images or videos.
17. Understand that all College expectations, policies and rules apply when wearing the College Uniform, even if not on College grounds or outside of school hours.

If there are any questions regarding this document, please contact your child’s Learning Advisor or House Leader for further clarification or guidance.

I look forward to supporting your child yet again for the 2019 school year.

Yours faithfully,

Dr Napoleon Rodezno
Deputy Principal

Restorative Justice and Practice.....

RESTORATIVE JUSTICE DEFINITION

Restorative Justice is a range of processes that advocates that the people most effective at finding a solution to a problem are the people who are most directly impacted by the problem, creating opportunities, for those involved in a conflict to work together to understand, clarify and resolve the incident and work together towards repairing the harm caused.

RESTORATIVE PRACTICES PHILOSOPHY

Human beings are happier, more productive 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. We maintain that the punitive and authoritarian mode and the permissive and paternalistic mode are not as effective as the restorative, participatory, engaging mode.

PRINCIPLES OF RESTORATIVE JUSTICE

- *Wrongdoing hurts victims, communities and offenders.*
- *All parties should be part of the response to the wrongdoing, including the offender, the community and the victim if s/he wishes.*
- *The victim is central in deciding how to repair the harm.*
- *Wrongdoing is seen as an act against another person or the community. It is the offender who must make things right with the victim and the community.*
- *Restoration or repairing of harm replaces punishment for its own sake. Restitution is the rule not the exception.*
- *Results are measured by how much repair has been done, not by how many or type of consequences has been issued.*
- *Offenders are definitely accountable for their individual choices, but communities are also accountable for the conditions which may exist that contribute to the wrong doing.*

Restorative Chats and Conferences.....

Restorative chats and conferences provide an opportunity to:

- Demonstrate setting limits while still supporting and caring
- Clearly articulate norms for the whole community
- Reinforce a sense of mutual responsibility and accountability
- Practice a new form of democracy and community problem solving.

The Restorative Chat

How does it work?

- It is used by the Subject Teacher or Learning Advisor to respond to low level breaches of student behaviour.
- It allows for the Subject Teacher and student to discuss the problem away from the classroom environment.
- It enables the Subject Teacher and student to set goals and develop a plan for future lesson.

What are the potential outcomes?

- Acknowledgement of any wrongdoing.
- A proposal to repair any harm that was caused.
- A plan for the Subject Teacher and student to move forward and enable the behaviour to stop.

The Restorative Conference

How does it work?

- It is used to respond to serious breaches of student behaviour.
- It involves arranging and holding a meeting attended by all affected: the student, their family, Subject Teachers, Learning Advisor, House Leaders and others affected by the behaviour. Who attends depends on the type of behaviour.
- Discusses the problem and relevant background factors.
- Develops a plan to repair harm and for the student's future.

What are the potential outcomes?

- Acknowledgement of any wrongdoing.
- A proposal to repair any harm that was caused.
- A plan for the educational future of the student
- A plan for any other needed services or support for the young person, their family and others affected by the harm that was caused.

Affective Questions and The Restorative Chat....

What happened?
What events lead to this happening?
How did you act in this situation?
Who do you think was affected?
How were they affected?
How were you affected?
What do you think needs to happen to make things right?
If the same thing was to happen again how would you act differently?

Questions for the wrongdoer:

What happened?
Who else was there/around when it happened?
What were you thinking?
What was in your head/in your mind?
Was it the right thing/wrong thing to do?
Who has been affected/upset/harmed by your actions?
In what ways?
How has this affected you?
What do you need to do to make things better?
How can you fix this?

Questions for the victim:

What did you think when it happened?
What have you thought about since?
How has it upset/hurt/harmed you?
What has been the worst thing?
What is needed to make it right/to make you feel better?
Is that okay/do you agree?
Is that fair?

Questions for both:

How can we make sure this doesn't happen again?
Is there anything I can do to help?
Is there anything else you would like to say?

Formally record agreement/ congratulate them for working it out. Arrange time to follow-up/meet again to see how things are going.

A modified script for playground issues:

1. What happened?
2. Who was involved?
3. What harm has been done?
4. What can you do to make this better?

Model of Influence.....

In meeting with a student to follow up inappropriate behaviour in class that has impacted on your ability to teach the model of influence can be used in conjunction with the affective questions. In doing so:

1. *State what the problem is, what effect it is having on you and how it makes you feel.*
When you talk while I am talking, I am concerned I cannot be heard and feel frustrated.
I feel distracted when you come to class late.
2. *Listen – and paraphrase students' facts and feelings.*
You seem to be saying that you need to talk as you are worried that.....
So the reason you come to class late is and it is not your fault.
3. *Confront the student's argument. Try to show that it is unreasonable.*
So what you are saying is that because I didn't see you talking I shouldn't try to stop you interfering with the right of your friends to get on with their learning?
Because you were angry, that gave you the right to swear in class at xxxx and upset him/her.
Are you saying that you do not care about your friends?
4. *Have students provide a solution that meets both his/her and your needs. If necessary suggest some.*
So what can you do about it?
How can you be sure that you can arrive on time?
5. *Evaluate all the solutions and find one that is acceptable to both of you. Set a timetable to evaluate its effectiveness.*
OK then we'll try it until and see how it goes.

Note: Make sure that you and the student are seated and you are facing the student. Maintain eye contact. Use non verbal signals like nodding while listening.

If you are discussing a student's behaviour as part of lunch time detention it may be of value to consider the following:

- Refer to the class rules and the rights on which they are based.
- Convey to the student what your impression of the problem is. Say what effect his/her behaviour is having on you and how it makes you feel.
- Encourage xxxx to tell his/her side of the story.
- Listen carefully to what he/she has to say. Be sure to let him know that you have heard him, by paraphrasing his/her view and repeating back to him/her his "facts" and "feelings".
- Discuss the impact of the inappropriate behaviour on other students.
- Highlight the short and long term impact of his/her behaviour on himself/herself. Emphasize that you are acting in her or her best interests.
- Distinguish between the student and his/her inappropriate behaviour.
- Indicate that you expect better behaviour from him/her and that he/she is capable of appropriate behaviour. All it takes is a decision.

Levels of Responsible Student Behaviour and Strategies for Managing Inappropriate Student Behaviour.....

2.1 INTRODUCTION

Each teacher needs to establish with students an appropriate code of behaviour for their classroom. This should be done in light of the College Pastoral Care, Welfare and the Positive Relationships Policies along with this booklet 'Our Values and Responsible Student Behaviour Expectations'. The teacher needs to be explicit about his / her expectations regarding work and behaviour and then be consistent in ensuring students meet these expectations.

Where the behaviour of students does not meet these expectations a range of consequences may be used to assist students learning from their mistakes. In doing so, the levels of responsible student behaviour are to be used as a guide.

Pleased Note: The use of corporal punishment is strictly forbidden.

2.2 FACTORS TO BE CONSIDERED IN DECIDING THE CONSEQUENCE TO RESPOND

In deciding on an appropriate consequence staff need to:

- Consider the age and stage of development of the student
- Ensure that the consequence is just, reasonable and conveys a sense of forgiveness.
- Take into account the facts of the situation; the seriousness of the incident and whether the incident is a 'one off' or ongoing.
- Consider the guidelines contained in the CECV document on pastoral care.

If a staff member is unsure about the appropriateness of a consequence it is important to discuss the incident with other staff such as the Learning Advisor, House Leader or Deputy Principal.

2.3 INITIAL MANAGEMENT STRATEGIES

- Meeting with student.
- Keeping students back for 15 minutes after school. (*When keeping students behind please be mindful their method of transport home. If they catch the school bus they need to be out in time so they can catch this bus.*)
- Keeping students in at lunchtime.
- Diary notes to be signed by parents.
- Parental contact by phone.
- Loss of privileges.
- Yard duty.
- Various monitoring strategies such as organizational checklists and behaviour or goal cards.
- Set tasks to be completed.
- Students can be sent outside the classroom for a few minutes as long as they are in view of the teacher. Staff need to be very selective about the students for whom this is appropriate.

2.4 DETENTION OPTIONS

Students can be detained for up to 10 minutes after the official school finishing time without notifying parents (*When keeping students behind please be mindful their method of transport home. If they catch the school bus they need to be out in time so they can catch this bus*).

2.4.1 Lunchtime Detention

Lunchtime detentions are given as outlined in the 'Our Values and Responsible Student Behaviour Guidelines' booklet. They take place during lunchtimes for up to 15 minutes and are supervised by the Subject Teacher, Learning Advisor or House Leader. Notification is through the student diary.

2.4.2 Afterschool Detention

There are two types of afterschool detentions issued:

- Behavioural detention
- Non-submission of work detention

Afternoon detentions are given for inappropriate behaviour, low level repeated behaviour or the non-submission of work as outlined in the 'Our Values and Responsible Student Behaviour Guidelines' booklet. Afterschool detentions are issued by the relevant House Leader. The duration of the detention is 60 minutes. They take place on a designated afternoon and are supervised by staff on a roster basis. Notification to parents is via either the Afterschool Detention Letter or the Non-Submission of work Letter.

Scheduling of detentions:

Afterschool detentions are scheduled on a Thursday evening between 3.30 and 4.40 pm.

Inappropriate behaviour that is referred to the House Leader from either a Subject Teacher or Learning Advisor is done so using the Staff Referral Form.

Note:

- a. Non-submission of Work Detention – It is the responsibility of the subject teacher leave work in the appropriate box to be found in the Print Room located in Building C.
- b. Academic Redemption - An academic redemption session is not classified as a detention. A letter is sent home using the Academic Redemption Letter template; however, it is the responsibility of the subject teacher to supervise this session.

2.4.3 Loss of Yard at Lunchtime

If an incident happens in the yard at recess or lunch a student may be taken off the yard for a number of lunchtimes. Students have 10 minutes to get their lunch and then go to the designated room where they will be supervised. During this time they can do their homework, read or just sit quietly. 'Loss of Yard' is issued by the relevant House Leader or Deputy Principal.

2.5 NON-ATTENDANCE AT DETENTION

2.5.1 Non Attendance at a Lunchtime Detention

A student who does not attend a lunchtime detention will be required to attend an afterschool detention. Students cannot negotiate with staff to have a detention re-scheduled. Only parents can make this request. This must be done through a note written by the parent which outlines the reason for the request. The note needs to be handed in at the relevant House Leader before recess on the day of the detention. The detention is automatically re-scheduled for the next school day.

2.5.2 Non Attendance at an After School

A student who does not attend an afterschool detention will be required to attend a Saturday detention. If they miss the subsequent detention, a meeting with their parents will need to be arranged via the Director of Students and it will include involvement from the Deputy Principal. Students cannot negotiate with staff to have a detention re-scheduled. Only parents can make this request. This must be done through a note written by the parent which outlines the reason for the request. The note needs to be handed in to the House Leader before recess on the day of the detention. Failure to attend the imposed detention will result in a suspension until the meeting with the DP and HL takes place.

2.5.3 *Non Attendance at a Saturday Detention*

This will be considered as a strong statement against the College's policies and processes. If a student does not attend the scheduled detention, they will be suspended, and re-entry to the College will be negotiated with the Deputy Principal. The student will be required to make up time and will be issued with a Pre-Conditional Enrolment Agreement (Conditional Enrolment or Principal Agreement if deemed necessary).

2.6 **EXITING STUDENTS FROM CLASS to the REFLECTIVE THINKING CLASSROOM**

A student should be exited from the classroom as a result of:

- Abusive behaviour directed towards a staff member.
- A serious confrontation with a staff member or student.
- Ongoing serious disruption to the learning environment.

If the student refuses to leave the classroom, the teacher needs to:

- Contact the House Leader's Office.
- The student is withdrawn to the care of a House Leader.
- Wherever possible, send work for the student to complete.
- Complete an entry on SEQTA regarding the incident and email the LA and HL
- Follow the incident up with the student with the support of the LA or HL.
- Issue the student with a reasonable consequence, with the support of the House Leader.
- Participate in a restorative meeting.

2.7 **WITHDRAWAL FROM CLASSES**

The decision to temporarily withdraw a student from class(es) is made by the House Leader. Generally it is used only to address an incident that arises from the classroom and may be for a particular subject or the whole day, or whenever sent to the RTC.

2.8 **REVIEW MEETINGS**

If there are ongoing concerns regarding a student's work, behaviour or his / her relationships with other students and staff the Learning Advisor and House Leader may decide to meet with parents and the student regarding the concerns. Prior to the meeting they may gather input from other staff and generally the meeting will result in concrete strategies to assist the student in addressing the concerns raised. Should there be a need for a number of these meetings the Director of Students is required to attend subsequent meetings. Further referrals can be made to the Deputy Principal.

2.9 CONTRACTS AND CARDS

2.9.1 *Responsible Behaviour and Classroom Conduct Cards*

A review meeting may result in a student being put on a card. The card clearly identifies the behaviour and/or approach to work the student agrees to change. Feedback is provided to the student on a daily basis. Cards are monitored by the Learning Advisors or House Leaders. Cards are used where there are ongoing concerns about a student's behaviour and attitude to work.

2.9.2 *Weekly Responsible Behaviour and Classroom Conduct Cards*

A review meeting may result in a student being put on a card. The card clearly identifies the behaviour and/or approach to work the student agrees to change. Feedback is provided to the student on a daily basis. Cards are monitored by the Learning Advisors or House Leaders. Cards are used where there are ongoing concerns about a student's behaviour and attitude to work.

2.9.3 *Individual Responsible Behaviour Plan*

A review meeting may result in a student being put on a behaviour plan. The behaviour plan clearly identifies the behaviour and/or approach to work the student agrees to change. Behaviour plans are monitored by the House Leader. Failure to meet the conditions of the behaviour plan may call into question ongoing enrolment of that student at the school. Behaviour plans are used where there are serious ongoing concerns about a student's behaviour and attitude to work.

2.9.4 *Pre-conditional Enrolment, Conditional Enrolment and Principal's Agreement*

When students require level 6 assistance from the College, the following arrangements are put in place:

- Pre-Conditional Enrolment issued by the Director of Students
- Conditional Enrolment issued by the Deputy Principal
- Principal Agreement issued by the College Principal

2.10 SUSPENSION

A suspension is only ever given for very serious disciplinary reasons. In addressing incidents that might require suspension the College will follow the procedures and advice outlined in the CECV document 'Pastoral Care of Students in Catholic Schools'. Detentions can only be issued by the Directors of Students, Deputy Principal or Principal.

A suspension letter will be sent home to parents following a re-entry interview with the family.

2.11 RE-ENROLMENT MEETING

In the case where there are ongoing major concerns with the behaviour of a student or their application to their studies, and no noticeable improvement despite many attempts to support the student in changing his/her behaviour or application a re-enrolment meeting may take place. At the meeting the Director of Students or Deputy Principal will explain to the student and his/her parents that due to this lack of improvement the College is reluctant to re-enrol the student and that it may be in their best interests to consider an alternative school. Should the family choose to continue at the College the consequence of another serious incident could be a negotiated transfer.

3. STAFF REFERRAL & CONCERN FORMS

3.1 *Pastoral Care Notices - SEQTA*

As Learning Advisors and House Leaders are responsible for the care of particular students it is important that they are informed of any incidents or concerns regarding students in their Pastoral Care Group/House. SEQTA is designed to assist this communication.

Entries are to be used to raise ongoing concerns regarding the inappropriate behaviour of students or to report specific incidents. It is also used to note action already taken by the subject teacher.

The entry alone cannot be used as a consequence if a student does not meet expectations. The teacher is required to demonstrate how he/she has addressed the behaviour of the student through restorative practices and with consideration of reasonable consequences.

3.2 *Student Referral Form – SEQTA*

As Learning Advisors and House Leaders are responsible for the care of particular students it is important that they are informed of any incidents or concerns regarding students in their Pastoral Care Group/House. The Student Referral Form is designed to assist this communication.

The form may be used to raise general concerns regarding the pastoral, behavioural or educational welfare of students. This form will be used in considering students for case management. It will assist the House Leader and Deputy Principal identify the action already taken by the reporting teacher and the possible need to refer the student to counselling support services or other.

4. SERIOUS OFFENCES

Please refer to the CECV policy on ‘Pastoral Care of Students in Catholic Schools’

Responsible Thinking Classroom & Responsible Thinking Process

- Guidelines for Staff

The key **AIM** for the implementation of the RTC/RTP is to encourage students to take ownership of their behaviour choices and work with staff to restore relationships and adjust their future behaviours.

In order to further support staff in the areas of Teaching and Learning, and in ensuring that all students make the most of all learning opportunities, the Responsible Thinking Classroom (RTC) has been introduced as a key strategy of the College Annual Action Plan for 2019. The classroom room where students who are unable to settle to their work or follow staff instructions are invited to attend, once it becomes clear that their behaviour choices are not acceptable or appropriate, is staffed at all times and provides the opportunity for restorative practices to take place.

The RTC is a place where students are required to work through their behaviour choices as they write up their Student Plans with the supervising teacher in order to recognise that adjustments to their behaviours need to be made in order for them to return to their classes and continue on with their learning.

Please consider the following:

- Sending of students to the RTC can only happen after staff have attempted the 4R's process unless the incident is categorised as an AUTOMATIC send (to a HL/DoS/DP) as outlined below:
 - Violence/fighting
 - Aggression or Obscene language towards staff or students
 - Very unsafe behaviour in areas where staying there may put others (or themselves) at risk
 - Failure to report to the RTC
 - Deliberate interruption of the RTP process with other students
- Staff who implement the RTC must be available for student follow up and restorative meeting(s) to occur. The relevant forms must be completed in order to ensure the process is followed up appropriately. **Unless the process has been followed up, the student will not return to the classroom.**
- Some incidents will still require a call to House Leaders or Directors of Students and the usual process followed up.
- Students who are sent to the RTC will follow a process whereby they are asked to identify their poor behaviour choices and will write a student plan which will be used in the restorative meeting between the classroom teacher and the student during the restorative meeting.
- Students cannot re-enter the classroom without the restorative meeting taking place, however staff must ensure the paperwork is completed on referral and must make time to meet the student to restore the relationship (prior to the next class where possible). Their availability to meet the student should be indicated on the **Referral sheet**.
- Staff are advised that the RTC is not a 'quick fix' or to be used for minor issues within the classroom. Our 4R's process still stands and all effort must be made to deal with incidents as they arise, preferably avoiding an overuse of the RTC. Of course, where there is a need or an unavoidable removal, staff will be fully supported.

Step by Step RTC Process

1. **In the classroom:** Teacher implements the 4R's to no avail. Student's behaviour does not improve or alter. These six key questions have been asked:
"What are you doing?" "What are the rules?"
"What happens when you break the rules?"
"Is this what you want to happen?"
"Where do you want to be?" OR "What do you want to do now?"

“What will happen if you disrupt again?”

2. **In the classroom:** Student again repeats their disruptive behaviour, and in response, these next three questions are asked:

“What are you doing?”

“What did you say would happen the next time you disrupted?”

“Where do you need to go now?”

3. **In the classroom:** teacher completes a referral sheet for the RTC and gives it to the student who has chosen to remove themselves from the room and attend the RTC. Emphasis is on the student’s choice to exit the room. Student leaves.
4. **In the classroom:** Teacher calls the RTC and informs supervisor of the student’s imminent arrival. **When possible** (asap preferably), teacher then notes the student’s departure to the RTC on SEQTA under the BEHAVIOUR banner.
5. **In the RTC:** The student arrives and hands over the referral form from their teacher. The supervisor has a discussion with the student about what happened and encourages the student to own their behaviours and identify what they could have done differently. The RTC teacher adds the student’s name in the Google doc.
6. **In the RTC:** Student and RTC supervisor complete the Student Plan together. The student commits to the follow up time with their teacher to restore the relationship. The student leaves the RTC at the end of the period (unless it is a double of the same class they left) with a **copy** of their Student Plan to use in the restorative meeting with the classroom teacher.
7. **In the RTC:** The supervisor emails the student’s House Leader advising of the student’s attendance to the RTC. The House Leader issues an Academic Detention for that student to complete all missed work following their departure from that class. Student Plans are stored in House drawers in the Filing Cabinet in Rm C33.
8. The Period 5 RTC supervisor places a copy of the **Referral Forms and Student Plans** in the relevant House Leader’s pigeon hole at the end of the day.
9. **End of the Day:** House Leader will call home to advise of student’s behaviours and of the after school detention.
10. **Before the next class:** Student and teacher will meet to go through the Student Plan at the time indicated on the Referral Form and address any issues, restoring the relationship and allowing the student’s return to class.

Please Note:

Students who refuse to co-operate in the RTC or complete the student plan process will be removed by a House Leader and referred to the relevant Director of Students **and sent home**.

They will then be invited to attend a re-entry meeting with the Director of Students, and in some cases, the Deputy Principal. This may lead to a formal suspension.

Staff must ensure the process has been followed. Without this, the student will be returned to the classroom.

Students who are sent to the RTC will be placed onto an Academic Detention by their House Leader to catch up on work missed due to being removed.

Repeated attendance of students to the RTC will result in the student’s House Leader and Learning Advisor holding required parent meetings to discuss the student’s behaviour and look at alternative methods in order to assist with their learning.

Consequences:

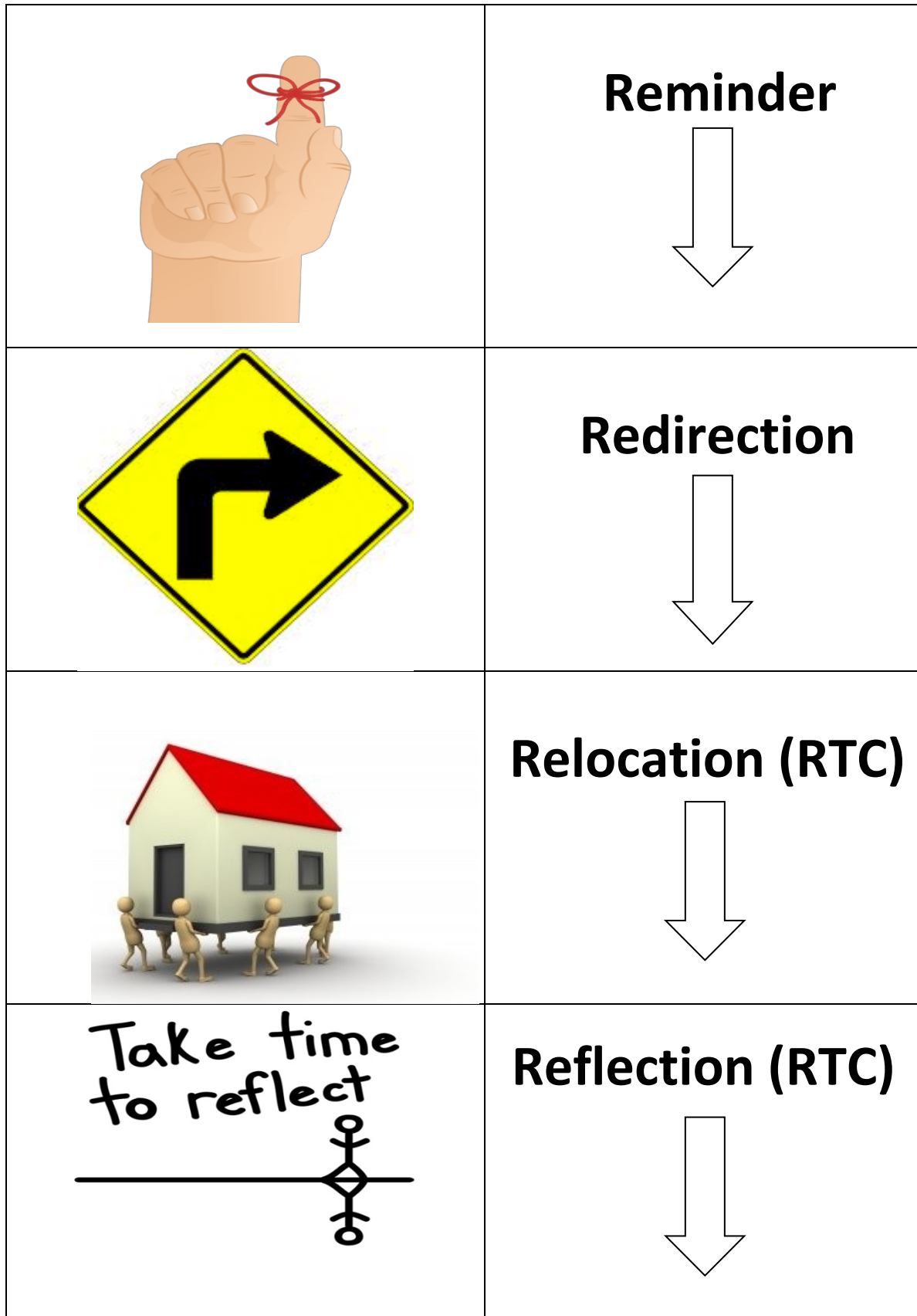
1 send to the RTC within a day = Automatic after school Detention

2 or more sends to RTC in a **week** = Saturday detention

Flow Chart of Referral / RTC Process

1. Student misbehaves, teacher completes the 4 R's process, has asked the student the required questions re behaviour
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2. Teacher asks the student the three final questions, student has chosen to go to the RTC
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3. Teacher completes the referral form, **calls the RTC** room and sends the student with the referral to C33 (records on SEQTA at the most appropriate time)
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4. Student arrives at the RTC and works with staff to complete Student Plan and discuss behaviour.
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5. At the end of that lesson, student receives a copy of their Student Plan to use in the restorative with classroom teacher at set time (on referral form)
↓
6. RTC teacher files Student Plan for House Leaders
↓
7. House Leader issues Academic Detention
↓
8. Teacher and Student meet for restorative before their next lesson together at a nominated time

The Four R's Process



Levels of Responsible Student Behaviour.....

Level One – Above and Beyond		
<p><u>Student demonstrates Above and Beyond behaviour.</u></p> <p>Student is eligible for a House Captain student leadership position and other privileges.</p> <p>Positive student representation of the College.</p> <p>Student is engaged in learning.</p> <p>Student makes a positive contribution to school life.</p>	<p>Examples: A student who exhibits above and beyond behaviour is able to self-manage their own behaviour as well as:</p> <ul style="list-style-type: none"> • Being involved in the extracurricular activities of the College • Being positively recognised by our College community • Contributing positively to all aspects of College life • Representing the College within the broader community • Being a member of the House Captains team • Showing initiative • Aiming to set and achieve higher personal, spiritual and academic goals for themselves 	<p>Teacher Responses:</p> <p>Teacher nominates student for student of the term award. (Whole school based – System to be developed)</p> <p>Teacher notes positive behaviour on seqta (commendation)</p> <p>Teacher recommends student efforts to contribute towards House point systems. (Whole school based - System to be developed)</p>
Level Two – Student Controlled		
<p><u>Student Self-Manages Own Behaviour</u></p> <p>Student mostly manages their own behaviour.</p> <p>Student is engaged in learning.</p> <p>Student makes a positive contribution to school life.</p>	<p>Examples: A student who is able to self-manage their own behaviour is:</p> <ul style="list-style-type: none"> • Punctual and prepared for their lessons • Always completes their homework • Work is submitted on time • Actively participates in lessons • Demonstrates a good work ethic • Is well mannered and respectful at all times • Wears their uniform neatly and correctly • Models high behaviour standards • Takes pride in oneself and the College • Responds positively to feedback 	<p>Teacher Responses:</p> <p>Student issued with a Merit Slip and eligible for a House Leader end of term prize.</p> <p>Teacher notes positive behaviour on seqta (commendation)</p> <p>Teacher nominates student for student of the month award. (House based – system to be developed.)</p> <p>Positive notes recorded in student diary.</p> <p>Other positive encouragement provided.</p>
Level Three – Subject Teacher Supported		
<p><u>Subject teacher supports student with managing their own behaviour.</u></p> <p>Student needs support to engage in learning.</p> <p>Student needs support to help with organisation.</p> <p>Student needs support to model core College values and actions.</p>	<p>Examples: A student who requires Subject Teacher support to manage their own behaviour is a student who:</p> <ul style="list-style-type: none"> • Is not on time for class • Is not on task in class • Is out of uniform • Is not actively participating in lessons • Eats in class • Struggles to meet deadlines 	<p>Subject Teacher Responses:</p> <p>All responses are based on restorative practices and building positive relationships in all interactions with students and the broader Kolbe community.</p> <p>Possible Actions:</p> <ul style="list-style-type: none"> • 4R's Process • RTP/RTC • Ask student to stop behaviour • Restate expected behaviour

<p>Student needs support to model appropriate behaviour expectations.</p> <p>Student needs support to follow College rules and/or policies.</p>	<ul style="list-style-type: none"> • Is not completing set homework • Does not submit homework • Is not well mannered and respectful in class • Exhibits disruptive behaviour in class • Does not follow instructions issued by the teacher • Uses inappropriate/swearing in class (undirected) 	<ul style="list-style-type: none"> • Goal setting with student • Conducts a restorative chat with student • Record details of behaviour • Note in diary • Phone call home to parent/guardian (Let Learning Advisor know prior to making call.) • Meeting with Subject Teacher, Learning Advisor and parent organised • Student removed from class for no more than 5 minutes and a restorative chat (using model of influence and affective questions) with student occurs • Students sent to sit in the back of another teacher's classroom. • Referral to Learning Advisor for repeated behaviours <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Letter of apology • Lunch time detention supervised by subject teacher • Lunch time detention supervised as part of detention roster • Automatic detention as a result of RTC process issued by HL
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Note: Prior to referring a level 3 & 4 student on to the relevant House Leader the referring teacher will need to ensure that they have contacted the parents by phone, notified the Learning Advisor and conducted a restorative chat with the student.

Level Four – Learning Advisor Supported		
<p><u>Learning Advisor support student with managing their own behaviour.</u></p> <p>Student needs ongoing support to engage in learning.</p> <p>Student needs ongoing support to help with organisation.</p> <p>Student needs ongoing support to model core College values and actions.</p> <p>Student needs support to model appropriate behaviour expectations.</p> <p>Student needs ongoing support to follow College rules and/or policies.</p>	<p>Examples:</p> <p>A student who requires Learning Advisor support to manage their own behaviour is a student who:</p> <ul style="list-style-type: none"> • Repeats level three behaviours across a number of subjects • Is out of uniform • Is regularly late for school • Is wearing makeup • Is wearing jewellery • Uses inappropriate/swearing that is directed at another student • Enters out of bounds areas 	<p>Learning Advisor Responses:</p> <p>All responses are based on restorative practices and building positive relationships in all interactions with students.</p> <p>Possible Actions:</p> <ul style="list-style-type: none"> • Ask student to stop behaviour • Restate expected behaviour • Goal setting with student • Record details of behaviour • Phone call home to parent/guardian • Restorative chat (using model of influence and affective questions) with student • Meeting with Learning Advisor, House Leader and parent organised • Monitors students placed on responsible behaviour contracts • Follow up phone call to parents with an update on progress. • Referral to House Leader for repeated behaviours

		Possible Consequence: <ul style="list-style-type: none"> • Letter of apology • Lunch time detention supervised as part of detention roster • Student issued with afterschool detention based on Learning Advisor recommendation
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Note: After referring a level 3 & 4 student on to the relevant House Leader, the referring teacher will need to ensure that they have contacted the parents by phone, notified the Learning Advisor and conducted a restorative chat with the student.

Level Five – House Leader Supported		
<u>House Leader support student with managing their own behaviour.</u> Student needs ongoing support to engage in learning. Student needs ongoing support to model core College values and actions. Student needs ongoing support to follow College rules and/or policies. Student needs ongoing support after failing to respond to earlier interventions. Student needs support to maintain a safe environment for all members of the community. Student needs support due to illustrating behaviour of an extremely inappropriate nature.	Examples: A student who requires House Leader support to manage their own behaviour is a student who: <ul style="list-style-type: none"> • Continues to repeat level three and four behaviours across a number of subjects • Is defiant towards a teacher • Is repeatedly rude towards a staff member • Is involved in sexual harassment • Models intimidating behaviour towards another student • Models offensive behaviour towards another student • Writes inappropriate notes/messages (including those that are threatening or sexually explicit) to members of the College community • Posts inappropriate messages or notices online (including those that are threatening or sexually explicit) to members of the College community • Enlisting/engaging the help of others to aid in a disagreement • Uses inappropriate language/swearing in the presences of a staff member that is not direct at the staff member • Represents themselves and/or the College poorly in public • Damages or graffitis school property • Damages or graffitis property belonging to another student • Smoking on school grounds 	House Leader Responses: All responses are based on restorative practices and building positive relationships in all interactions with students. Student withdrawn from class, parent contacted, meeting arranged with House Leader, consequence issued, a restorative meeting with subject teacher/affected student organised prior to student returning to classes and parent to be updated on student progress two weeks later. House Leader to chair restorative meeting, Learning Advisor to act as an advocate for student, subject teacher/affected student to also attend. Possible actions: <ul style="list-style-type: none"> • Student placed on a responsible behaviour plan • Phone call home to parent/guardian • Regular student meeting with Learning Advisor arranged to monitor progress • Student referred to student counsellor • Referral to Director of Students for repeated behaviours Possible consequences include: <ul style="list-style-type: none"> • Formal letter of apology • Student required to make financial contribution towards repairs or replacement costs • Student withdrawn from school activities into RTC • Student issued with a lunch time detention • Student required to complete community service • Student issued with an after-school detention • Student withdrawn from lessons for one day into RTC

	<ul style="list-style-type: none"> • Spitting at or on another student • Engages in theft and destruction of property • Breaches to the IT usage policy • Breaches the MacBook guidelines or terms and conditions • Breaches the 'Hands – Off' rule • Engages in cyber-bullying • Engages in bullying • Leaves the school grounds without permission 	
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Level Six Part A – Director of Students		
<p><u>Director of Students support student with managing their own behaviour.</u></p> <p>Student needs ongoing support to engage in learning.</p> <p>Student needs ongoing support to model core College values and actions.</p> <p>Student needs ongoing support to follow College rules and/or policies.</p> <p>Student needs ongoing support after failing to respond to earlier interventions.</p> <p>Student needs support to maintain a safe environment for all members of the community.</p> <p>Student needs support due to illustrating behaviour of an extremely inappropriate nature.</p>	<p>Examples:</p> <p>A student who requires Director of Students support to manage their own behaviour is a student who:</p> <ul style="list-style-type: none"> • Continues to repeat level four behaviours • Misbehaves on the College bus or public transport. • Is involved in sexual harassment • Swears directly at a member of staff • Exhibits threatening behaviour towards a member of staff • Posts inappropriate comments online about a member of staff • States inappropriate comments about a staff member that relates to their professional or personal reputation or standing within the community • Intimidating behaviour towards a staff member • Engages in illegal behaviour • Engages in violent or dangerous behaviour • Enlisting/engaging (intentionally or otherwise) the help of others to aid in a disagreement that creates a physical or emotional risk to members of the College community • Communicating either in person or online in a manner that creates a physical or emotional risk to members of the College community • Inviting outside visitors to the College that creates a physical or emotional risk to members of the College community • Brings weapon(s) to school <p>Please Note:</p> <ul style="list-style-type: none"> • The behaviours and outcomes will be reported to the Deputy Principal and Principal • Any matter involving staff will be reported to the Deputy Principal, who will communicate with the AP – Staffing and Operations and Principal in order to address the matter and support staff 	<p>Director of Students Responses:</p> <p>All responses are based on restorative practices and building positive relationships in all interactions with students.</p> <p>Student withdrawn from class, parent contacted, meeting arranged with Director of Students, consequence issued, a restorative meeting with subject teacher organised prior to student returning to classes and parent to be update on student progress two weeks later. Director of Students/House Leader to chair restorative meeting, Learning Advisor to act as an advocate for student, subject teacher/affected student to also attend.</p> <p>Possible actions:</p> <ul style="list-style-type: none"> • Student placed of a responsible behaviour plan • Phone call home to parent/guardian • Phone call home to parent/guardian requiring them to collect their child • Regular student meeting with Learning Advisor arranged to monitor overall progress • Monthly meeting with parents and House Leader arranged to monitor ongoing progress • Student referred to student counsellor • Student referred to Director of Students • Student placed on case management • Student enrolment made pre-conditional <p>Possible consequences included:</p> <ul style="list-style-type: none"> • Formal letter of apology • Student issued with a Saturday detention • Student required to make financial contribution towards repairs or replacement costs • Student withdrawn from school activities • Student required to complete community service • Student issued with an after-school detention • Student withdrawn from classes for one day into RTC • Student externally suspended

Level Six Part B – Deputy Principal/Principal		
<p><u>Deputy Principal/Principal assist and guide students with managing their own behaviour.</u></p> <p>Student needs ongoing support after failing to respond to earlier interventions.</p> <p>Student needs support to maintain a safe environment for all members of the community.</p> <p>Student needs support due to illustrating behaviour of an extremely inappropriate nature.</p> <p>Students and his/her family request the College to support in pathways transition to more suitable learning environments.</p>	<p>Examples:</p> <p>A student who requires Deputy Principal / Principal support to manage their own behaviour is a student who:</p> <ul style="list-style-type: none"> • Is involved in repeated sexual harassment • Exhibits threatening behaviour towards a member of staff • States inappropriate comments about a staff member that relates to their professional or personal reputation or standing within the community • Intimidating behaviour towards a staff member • Engages in Illegal behaviour reportable to the authorities • Engages in violent or dangerous behaviour • Enlisting/engaging (intentionally or otherwise) the help of others to aid in a disagreement that creates a physical or emotional risk to members of the College community • Brings weapon(s) to school <p>Other:</p> <ul style="list-style-type: none"> • Inappropriate behaviour from a parent towards a staff member • Parent approaches another student either online, via text or in person about a school related matter 	<p>Deputy Principal / Principal Responses:</p> <p>All responses are based on restorative practices and building positive relationships in all interactions with students.</p> <p>Student withdrawn from class, parent contacted, meeting arranged with Deputy Principal/Principal, consequence issued, a restorative meeting with subject teacher organised prior to student returning to classes and parent to be update on student progress two weeks later. Deputy Principal/House Leader to chair restorative meeting, Learning Advisor to act as an advocate for student, subject teacher/affected student to also attend.</p> <p>Possible actions:</p> <ul style="list-style-type: none"> • Phone call home to parent/guardian requiring them to collect their child • Student referred to student counsellor • Student referred to Director of Students • Student placed on case management • Student enrolment made conditional • Student issued with a Principal Agreement • Negotiated transfer organised <p>Possible consequences included:</p> <ul style="list-style-type: none"> • Formal letter of apology • Student required to make financial contribution towards repairs or replacement costs • Student withdrawn from school activities • Student withdrawn from classes for one day • Student externally suspended indefinitely