



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

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Star of the Sea College is a Catholic Independent Girls' school, founded by the Presentation Sisters in 1883. Since 2014, Star of the Sea College has operated under the auspices of Kildare Ministries.

At Star of the Sea College we hold the care, safety and wellbeing of our students as a central and fundamental responsibility of our College. Our commitment is drawn from, and inherent in, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel: *CECV Commitment Statement to Child Safety*

### Rationale

Student behaviour management at Star of the Sea College seeks to protect personal and community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, promote the common good and enhance teaching and learning.

This policy outlines the key principles and practices of the College's approach to behaviour management.

### Principles

1. **Student behaviour education and pastoral care – a whole-of-college responsibility.** The focus and intended outcomes are personal resilience, the mode is prevention and primary intervention, and the application is to the College community as a whole and to each member of the College community. It is within this positive and broad framework that a student behaviour management processes are formulated.
2. **Pastoral care for the whole College community**  
The Principal has responsibility for ensuring that pastoral care is extended to all members of the College community. Because student wrongful behaviour can have an adverse effect on the wellbeing of students, staff members and others, the proper exercise of pastoral care requires the Principal to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned.

In addition, the Principal will sometimes need to authorise action beyond the College's formal student behaviour management procedures, based on knowledge of the particular issues and local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care.

3. **Student connectedness and engagement.** For the wellbeing of students, the College provides experiences of belonging, of being connected to others in a community, of being accepted and valued, and of being positively involved and engaged within a community. In addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes will endeavour to ensure that the student remains engaged and connected with the College community.
4. **Restorative practices. The College has a commitment to Restorative Practices.** This approach helps students learn from their mistakes, grow in self discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. Corporal punishment is not permitted under any circumstance.

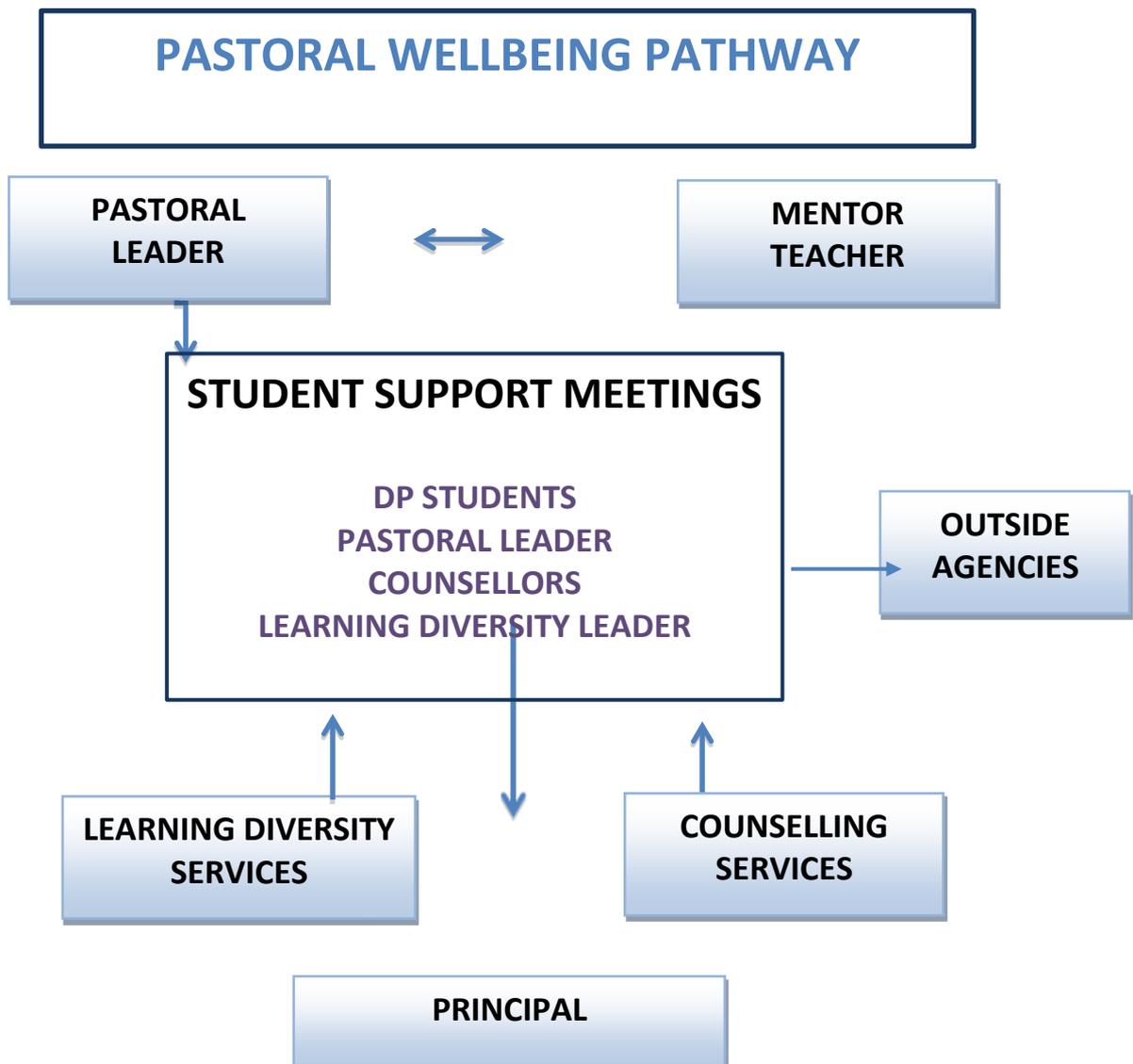


# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

### Procedures

1. Discussions between staff and students will be conducted in a discreet and respectful way. However at times where there is a perceived risk to the safety of the student, confidentiality will be appropriately waived.
2. When a student needs to be censured for her behaviour, it is important that she is treated in a dignified and respectful manner. Punishments, if given, will reflect the circumstances of the incident and will aim to aid the growth of the individual.
3. Behaviour incidents that are censured will be recorded on SIMON – the Student Management database.
4. **Pastoral Wellbeing Pathway**





**5. Possible Inappropriate Behaviours**

- Disruption to learning/teaching
- Rudeness
- Non-completion of work
- Continual lateness
- Uniform Infringements
- Failure to attend rescheduled detention
- Inappropriate Physical Contact
- Bullying or Cyberbullying Behaviours (refer to the Anti Bullying Policy).

**6. Classroom Behaviours and Consequences**

<p><b>Low Level Disruption</b> Speaking with another student Not having correct materials</p>	<p><b>Consequences</b> <b>First Time:</b> Verbal or non-verbal warning <b>Second Time:</b> Move student <b>Third time:</b> Meet with student at lunchtime, inform Mentor Teacher and/or Pastoral Leader</p>
<p><b>Medium Level Disruption</b> Calling out, annoying other students, disrupting the learning/teaching process, swearing in class</p>	<p><b>First time:</b> Reminder and warning <b>Second time:</b> Reminder and move student <b>Third time:</b> If behaviour persists, warn student that the next time they will be sent to Student Services Office.</p>
<p><b>High Level Disruption</b> constantly talking and annoying others, disruptive behaviour preventing class from continuing, dangerous behaviour, rudeness to teacher, refusing to follow directions, answering back, arguing with a teacher</p>	<p>After warning student and behaviour continues, time out at Student Services Office or Deputy Principal Students Meeting Room would be appropriate. In conjunction with the Mentor Teacher &amp; Pastoral Leader, Pastoral Wellbeing Pathway followed.</p>
<p><b>Serious Behaviour</b> Swearing at teacher, putting others safety at risk, fighting, threatening behaviour, verbal or physical attack</p>	<p>In conjunction with Deputy Principal Students, the Pastoral Leader may internally/externally suspend the student. This would also result in parent interview and behaviour agreement.</p>



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

### 7. Staff to follow Pastoral Wellbeing Pathway

Some possible responses depending on nature and level of incident:

- Discussion with student;
- Warning;
- Student moved in the classroom;
- Organisation and enforcement of seating plan;
- Initiate communication with parents;
- Detention (see protocols)
- Student sent, with a note, from classroom to Student Services Office area;
- Discussion with Mentor Teacher & Pastoral Leader
- Contact with parents and interview to follow;
- Documentation of inappropriate behaviour on SIMON;
- Implementation of 'Case Management' approach via Student Support Meetings
  
- **Serious Behavioural Issues**
- For serious behavioural issues (eg verbal abuse of teacher, physical assault of student/staff, repeated failure to attend detentions) an internal or external suspension from classes may occur. See [Appendix](#).

### Appendix

Serious Behaviour Breaches and Major Disciplinary Sanctions



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

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### Appendix 1

#### Serious Behaviour Breaches and Major Disciplinary Sanctions

A 'serious behavior breach' at Star of the Sea College is understood generally as activities or behaviours of a student which:

- are offensive, or dangerous, to the physical or emotional health of any student or staff member (e.g. illicit possession and use of drugs, illicit use of prohibited weapons); or
- consistently and deliberately fail to comply with the reasonable directions of the Deputy Principal Students and the Principal; or
- consistently and deliberately interfere with the educational opportunities and endeavours of other students.

In such instances, a 'major disciplinary sanction' which may be invoked includes:

- **Time out room**-The practice of using a safe place, quiet place, time out or chill out room (referred to as 'safe place' in this section) for students. Having a student go to their safe place is used to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating. Exit to a safe place is a planned intervention to be used as part of an overall approach to supporting a student exhibiting complex behaviour. The use of a safe place can be either teacher-directed or self-directed and takes place in a setting that is not locked. Schools must ensure their use of a safe place is in the context of a therapeutic educational strategy and not as a form of seclusion.
  - **Internal Suspension** - the temporary withdrawal of a student's rights to attend classes
  - **Suspension** – the temporary withdrawal of a student's rights to attendance at the school
  - Negotiated transfer – a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned
  - **Expulsion** –total withdrawal of a student's right of attendance at the school.
  - Before consideration and/or enactment of suspension, negotiated transfer or expulsion, the College will uphold the following principles and practices:
    - Thorough investigation will always precede any action.
    - The Principal shall confer with the College Leadership Team as the nature of the case demands.
    - Parents and guardians will be actively involved in the process, unless the circumstances require urgent intervention.
    - The College will endeavour to adopt a graduated process of other disciplinary measures.
    - Counselling of a student will be offered.
    - The Principal will be responsible for procedural fairness and appropriate support of the student and family members.
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# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

- The Principal shall confer with the College's governing authority and the Catholic Education Melbourne (CEM) as the nature of the case demands.
- The Principal will take account of recommended procedures for suspension, negotiated transfer or expulsion as outlined in the 'Guidelines for Student Behaviour Management' in CEM Policy 2.26, Pastoral Care of Students in Catholic Schools.
- Note: it is unlawful for any form of corporal punishment to be used in Victorian schools. The use of restraint or seclusion does not form part of a Student Safety Plan and should not be identified as an appropriate intervention. Restraint and seclusion are permitted only in limited emergency situations. These include:
  - The student's behaviour poses an imminent threat of physical harm or danger.
  - The action is reasonable in all the circumstances.
  - There is no less restrictive means of responding in the circumstances.



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

Responsible Officer	Deputy Principal- Students
Approved by	Principal
Approved and commenced	2017
Review by	November 2020
Relevant Legislation	Child Wellbeing and Safety Act 2005 (Vic.) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Education and Training Reform Act 2006 (Vic.) Equal Opportunity Act 2010 (Vic.) Occupational Health and Safety Act 2004 (Vic.) (OHS Act).
Related Policies & Procedures	CEM Policy 2.26, <i>Pastoral Care of Students in Catholic Schools</i> CEM <i>Guidelines for Student Behaviour Management</i> CECV <i>Positive Behaviour Guidelines</i> Star of the Sea College Pastoral Care of Students policy Star of the Sea College Respectful Relationships policy Star of the Sea Drug Issues policy Star of the Sea ICT Student policy Star of the Sea Student Anti-Bullying
Version	3
Amendments to version	Reviewed June 2019 Updated to include reference to restraint and seclusion Updated legislation and policy references