



Catholic College Sale

STUDENT BEHAVIOUR MONITORING AND SUPPORT PROCEDURE

1.0 POLICY AUTHORITY

The Board of Catholic College Sale Limited (the Board) governs the College. Based on the principle of subsidiarity and in keeping with the Board's Delegations Schedule, the Board delegates a broad range of duties, functions, powers and authority to the Principal of Catholic College Sale (the College). This includes the effective implementation of this *Student Behaviour Monitoring and Support Policy* and the compliance obligations outlined herein.

2.0 INTRODUCTION

The College's approach to supporting student behaviour is to instil values of respect, responsibility, equity, accountability, honesty and creativity. In an environment that ensures everyone has the right to feel Safe, Welcome and Respected. We encourage all students to engage in their learning, and all teachers must be supported in delivering their curriculum.

We believe that the greater the consistency of the approach to behavioural support between teachers, the more effective they are in supporting each other, students and their parents, guardians or carers. Our approach to behaviour monitoring and support is consistent across the College.

Teachers have the right to teach, and students have the right to learn. Our teachers plan and implement a classroom management plan, which outlines consequences for inappropriate behaviour as well as reinforcing appropriate behaviour. Where students do not behave in line with the College's expectations, the College will follow a Restorative process that allows the student to understand their impact on others and work towards restoring any damaged relationships.

The College understands that education is a three-way partnership between the teacher, student and parents, guardians or carers. Our processes encourage dialogue between these three parties to ensure that both home and school work together to create a conducive and nurturing environment for the students' overall growth.

In keeping with Victoria's Child Safe Standards under Ministerial Order No. 1359, our behaviour support practices pay particular attention to individuals and groups of students with additional and specific needs. This involves tailoring strategies and supports for Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities, students unable to live at home or impacted by family violence, international students and students who identify as LGBTIQ+.

3.0 PURPOSE AND SCOPE

These Procedures complement and expand on the College's *Student Behaviour Management Policy*. It outlines:

- the College's expectations of student behaviour;
- the guidelines and practices to be observed by staff when a student does not meet CCS School Wide Expectations Matrix;
- how behavioural breaches are to be managed;
- how other College policies and guidelines interrelate with these Procedures.

4.0 STUDENT BEHAVIOUR EXPECTATIONS

To assist students to grow in self-discipline, we present them with a number of explicit rules and standards. Their purpose is to educate students to a reasonable level of understanding of acceptable conduct based on civic behaviours.

Students are expected to:

- behave in a responsible and co-operative manner, enabling all members of the College community to feel safe and respected;
- respect the right of every individual to learn;
- participate in and support the Religious Education and Liturgy program of the College;
- cooperate with their teachers' instructions and College policies and procedures;
- show respect for the College environment and the property of others;
- complete school work requirements and homework to the best of their ability;
- be fully supportive of all College activities and participate as much as possible;
- be punctual to school and all lessons;
- wear the correct College uniform as required and, as a representative of the College, behave in a manner which brings credit to themselves and the College community;
- abstain from all dangerous, threatening or illegal activities, including the possession or use of tobacco, alcohol, vapes, illegal drugs and dangerous weapons.

Students are accepted into the College on the understanding that they are prepared to become familiar with, accept and act in accordance with the Gospel values, which are the foundation of the College community.

5.0 SOCIAL BEHAVIOURS SYSTEM (OVERVIEW)

The Social Behaviours System is based on the Whole School Approach to Positive Behaviour Support (WSAPBS). Students are expected to behave appropriately within the classroom (allowing the learning to take place) and taught and reminded of these expectations. Where students fail to meet these expectations, they receive a consequence and are re-taught the expected behaviours.

Incidents are recorded as 'Behavioural Incidents' in the social behaviours section of our Learning Management System (SIMON). Restorative processes are encouraged and supported at each step, emphasising the importance of repairing the relationship between the student, other involved students and the staff member.

The system is both transparent and protected. When an incident is recorded on SIMON, a notification is sent to all relevant parties based on the severity of the incident. Notification of the incident is also communicated home to enable a three-way discussion around the behaviour. Viewing of incident records on SIMON is restricted to those responsible for supporting the student and via a house-based pastoral chain.

Staff need to be realistic in their use of this tool and use it appropriately when running their classes. Overuse of this tool will result in it becoming ineffective. Staff are expected to follow their own classroom management strategies before a behavioural incident is recorded. They are reminded that humour and tolerance can be important elements in building a strong teacher-student relationship.

It is vital that staff endeavour to make their lessons clear, relevant and engaging. This is the best way to prevent behavioural incidents from occurring. If staff are experiencing difficulties with their class structure, they are to seek assistance from an appropriate senior leader.

In a similar vein, involving parents, guardians or carers in supporting their students is crucial. Clear communication, relevant information, and engagement with parents, guardians or carers can help prevent issues and improve student behaviour, allowing all students to learn.

This system puts learning clearly at the forefront by simplifying the issues that may affect it.

A vital element in this process is that the individual teacher must follow up with the student after class. This is part of the restorative process and must take place as soon as practicable following the exit.

6.0 TERMS USED IN STUDENT BEHAVIOUR SYSTEM

Behavioural Incidents: Occasions when a student interrupts the learning of another student or exhibits inappropriate civic behaviour.

There are four levels of behavioural incidents, each with increasing levels of severity. Notification and communication differ at each level. Below are some examples of behaviours at each level.

0 – Civic Behaviours (No automatic notification home)

- Item confiscations (jewellery/phone).
- CRT Incidents.
- Missed Lunchtime detention.

1 – Low Level Incident (Automatic low-level notification home)

- Disruption to the learning of others.
- Not following teachers' instructions.
- Misbehaviour in the yard.

2 – Medium Level Incident (Automatic medium level notification and phone call home)

- Repeated disruption to the learning of others.
- Aggressive or argumentative behaviour.

3 – High Level Incident

- Exit to the student services. (Automatic notification home and restorative meeting)
- Truancy

4 – Serious Incident

- Intentional damage to property
- Intentional physical or emotional harm
- Illegal behaviours

Teachers are encouraged to use their normal classroom practice and work to avoid the escalation of behaviour to higher levels.

Lunchtime Detention: Student arrives at a designated room at the beginning of lunchtime to complete a self-reflection sheet. This reflection sheet aims to reteach the expected behaviours and assist the student to understand their responsibility as a student at the College.

After-School Detention: Students remain at school for one hour on a nominated day to complete reflective writing and /or participate in service activities, enabling the student to give something back to the College community. Parents, guardians or carers collect the student at the designated time, and a meeting is held with the House Leader to discuss and hopefully solve any ongoing issues with behaviour that the student may have. After-school detention may also be used at the discretion of the Wellbeing Development Team (WTD) for other one-off incidents.

In School Suspension: (ISS) – The student is separated from other students to complete suitable required class work. Parents, guardians, or carers are informed of the reason (s) for the ISS, and a meeting to discuss the issues is held. The House Leader supervises the student in a safe, visible location. If a student misses any class work during the time of an ISS, it is the student's responsibility to follow up with the class teacher and catch up outside of class time.

Suspension: The student is suspended from taking part in any school activities for a specific period of time. Student engages in relevant reflective writing. The student is required to take work home during suspension and is responsible for following up on any work missed. Staff would need to follow up on this aspect with individual students. The Student Support System convenes a re-entry meeting with all stakeholders before the student returns to school.

Normal classroom practice includes actions such as:

- clearly stating the expectations of the class;
- asking students to stop disrupting the class;
- moving students to stop disruption to the class;
- asking a student to step outside;
- a phone call to parents, guardians or carers to discuss behaviour;
- warning the class if multiple people are causing the disruption.

Students should be given a chance to redeem their behaviour prior to incidents being recorded via normal classroom practice. This should be provided using the following steps:

1. **Teach** the expected behaviour using the CCS School Wide Expectations Matrix.
2. **Remind** the student of the expected behaviour previously taught CCS School Wide Expectations Matrix.
3. **Re-teach** the expected behaviour.
4. **Offer the student a Choice:** The student should be offered a choice: - to adopt the desired/appropriate behaviour, or that further action would occur if not adopted.
5. **Conference - Restorative Practice conversation** once all participants have attained calmness – often a discussion after 5 minutes outside the classroom.

Lunchtime detentions may be issued where normal classroom practice has been ineffective or when the behaviour is more severe. Lunchtime detentions are added as an add-on to medium level behaviours and require a phone call home to explain the incident and request support from the parents, guardians or carers.

Teachers are encouraged to avoid escalating behaviour to higher levels. High level incidents involving students being exited to Student Services are to be used as a last resort when a student's behaviour is impacting the learning of the entire class and they are unable to remain in the classroom.

When a student is exited to Student Services, they will be triaged by the counsellor on duty, who will arrange for a "Reengagement Conversation" that is restorative in nature. This would take place with the classroom teacher prior to the student re-entering that class. These conversations aim to allow all parties to discuss the incident and work together to prevent it from happening again.

It is the classroom teacher's responsibility to follow up on the incident and to ensure that an appropriate sanction is invoked.

Lunchtime Catch-up: where a student's behaviour has resulted in an incomplete assessment, a 25-minute lunchtime detention will be spent completing that assessment.

7.0 BEHAVIOURAL CONSEQUENCES

NOTE: Corporal punishment is not permitted under any circumstances

7.1 Recording of behavioural incident / Notification of incident to parents, guardians or carers

Occasions when a student interrupts the learning of another student or exhibits inappropriate civic behaviour as stated in point 6.0.

7.2 Lunchtime detention

Applicable for:

- Uniform infringement;
- Late to class;
- Repeated interruption to learning;
- Behaviour in yard;
- Repeated low/medium level learning;
- Minor incidents.

CONSEQUENCE: 25-minute detention at lunchtime, where the student(s) reflect on their behaviour by completing questions on a worksheet.

COMMUNICATED to student and parents, guardians or carers via detention notification email when the detention is issued.

RECORDED in SIMON behaviour tracking records, upon issue of detention and when the student attends a detention session.

7.3 After-school detention

Applicable for:

- Absent from class without permission;
- Repeated uniform infringements;
- Repeated failure to attend lunchtime detention;
- Accumulation of minutes missed – more than 60 minutes within a term;
- 3 strikes within a week;
- Out of school grounds without permission.

CONSEQUENCE: 60 minutes after school detention from 3.30 to 4.30 pm, usually on a Wednesday afternoon. Students complete some community service activities, e.g. cleaning the yard, stocking paper.

COMMUNICATED to parents, guardians or carers via a telephone call and a letter home, indicating the date and time of the detention. Documented on SIMON.

RECORDED in SIMON behaviour tracking records, upon issue of detention and when the student attends a detention session.

No student may do two detentions concurrently.

When a teacher places a student in detention, the teacher must:

- **Inform the student** that they will be in detention and the reasons for the detention. Detentions are not to be for lack of work or failure to complete homework. They are, rather, for disrupting the learning of others, aggressive/intimidating/reckless behaviour, and lack of respect for the learning environment. In short, for contravening accepted rules of class engagement, as well as accepted norms of behaviour outside the classroom.

- **Notify Administration, via email**, of detention request. Administration will then ensure that the detention is signed by the relevant House Leader and the student is placed on the detention roster. The detention will be mailed and allow parents, guardians or carers at least 24 hours' notice.

7.4 In-school suspension

Applicable for:

- Absence from class and off campus without permission;
- Repeated behaviours outlined above (Lunchtime detention and after-school detention).

CONSEQUENCE – Student(s) are kept out of class and supervised by their House Leader while they complete work. Recess and Lunch breaks are varied to ensure students have restricted access to other students.

COMMUNICATED to parents, guardians or carers via a telephone call and a parent meeting.

RECORDED in SIMON behaviour tracking records, upon issue of 'Consequence' treatment.

SERIOUS OFFENCES

7.5 External suspension

Applicable for:

- Physical altercation with another student (on school grounds);
- The act of bringing, possessing, using or being present with prohibited items or substances at school;
- Deliberately damaging property (school's and other students);
- Swearing at a teacher;
- Continued repeated behaviours that are preventing learning and behaviours outlined above.

CONSEQUENCE – Student(s) are asked to stay away from the College for a period of up to, and not exceeding, two school days.

COMMUNICATED to parents, guardians or carers via a telephone call. A re-entry meeting is arranged where the student(s) attend with their parent(s), guardian(s) or carer(s). This meeting focuses on the student's return to school and what support the student needs to re-engage with their education. Referrals are often made for follow-up with the College counsellor(s).

RECORDED in SIMON behaviour tracking, upon issue of 'Consequence' treatment.

7.6 Expulsion

Applicable for continued and excessive behaviours outlined above (last resort).

CONSEQUENCE – Expulsion from the College.

COMMUNICATED to parents, guardians or carers via telephone call, with a letter sent to parents, guardians or carers. Support Group Meeting convened with parents, guardians or carers in attendance.

RECORDED in SIMON behaviour tracking, upon issue of 'Consequence' treatment.

NOTE: Where suspension and/or expulsion are being considered, the College will refer to the *Suspension and Expulsion Policy and Procedures*.

7.7 Avenues of Appeal

When a student and/or parent, guardian or carer is not satisfied with the manner in which the College has managed a serious offence and its consequences, the Principal may organise a process of investigation and mediation conducted by an external agency. A parent, guardian or carer also has the option to appeal the decision to the College Board, which may also organise an independent process of review.

8.0 LEGISLATION AND RESOURCES

- Whole School Approach to Positive Behaviour Support: Universal. Warragul: Diocese of Sale Catholic Education Limited.
- Diocese of Sale Catholic Education Limited (2016). Whole School Approach to Positive Behaviour Support: Universal. Warragul: Diocese of Sale Catholic Education Limited.
- Diocese of Sale Catholic Education Limited (2019). Whole School Approach to Positive Behaviour Support: Intensive. Warragul: Diocese of Sale Catholic Education Limited.
- Department of Education and Training (2018a). Expulsion Process.
<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/expulsionprocess.aspx>
- Department of Education and Training (2018b). Suspension Process.
<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/inschoolsuspension.aspx#link2>
- State of Victoria, Child Safe Standards - Managing the Risk of Child Abuse in Schools and School Boarding Premises, Ministerial Order No. 1359.

9.0 MONITORING AND REPORTING

The Board is responsible for monitoring the implementation of this Policy and for providing reports as required to the members of the company, i.e., the Bishop of Sale and the Provincial of the Marist Brothers Australia Limited (MSA Ltd).

The Principal is responsible for:

- Ensuring compliance with the obligations outlined in this Policy;
- Assigning authority, responsibility and accountability at appropriate levels within the College for policy implementation and compliance;
- Providing delegated staff with the direction, support and resources necessary to fulfil policy requirements;
- Ensuring cyclic reviews of the policy and recommending to the Board any revisions that may be required to accommodate changes in legislation and diocesan directives;
- Reporting and escalating concerns, issues and policy breaches to the Board and working collaboratively with the Board to resolve them.

10.0 APPROVAL

Approved by	CC Sale Ltd Board
Person(s) Responsible	Principal
Date(s) Reviewed or Updated	June 2026
Next Review Date	June 2028