



APPLICABLE TO	All Staff and Students		
DOCUMENT OWNER	Assistant Principal – Community and Wellbeing		
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APPROVED BY	Principal		
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RELATED DOCUMENTS	<p>Policy for Pastoral Care and Wellbeing 2017 Procedures for Pastoral Care and Wellbeing 2017 Procedures for Serious Student Misbehaviour 2017 Policy for Anti-Bullying 2017</p> <p>Complaints and Grievances Resolution Policy 2013 (CSO) Pastoral Care and Wellbeing Policy 2013 (CSO)</p>		

Purpose

The aim of this procedure is to promote a student's individual rights and responsibilities whilst acknowledging the need to respect others. These procedures are to further develop the pastoral care and welfare for all students at St Paul's Catholic College and to provide a reference point for the Executive and Staff to explicitly instruct students in refraining from touching other students.

These guidelines, which present the Catholic Schools Office expectations and recommended procedures regarding student behaviour management, are to be read within the context of Pastoral Care Policy at St Paul's. As stated in the policy, student behaviour management policies and procedures in Catholic schools should seek to protect personal and College community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

The guidelines herein do not attempt to cover the broad range of behavioural issues, protocols and procedures that might constitute a College's discipline policy or code of conduct. Rather, the emphasis is on student behaviours of a more harmful or serious nature that require careful and sustained management, often on an individual student/family basis.

Assistance and guidance in the implementation of processes described herein may be obtained from the Catholic School's Office.

A Respect/Hands Off policy is in place to augment the **Policy for Pastoral Care and Wellbeing 2017** and **Policy for Anti-bullying 2017**. Students need to be aware that there should be no physical contact with others and understand the need to respect other's personal space and physical wellbeing.

Guiding Principles

Student behaviour education and pastoral care – a whole-of-school responsibility. A Catholic school's provision of positive behaviour education and behaviour management skilling of students ought to be pastorally driven, comprehensive, and whole-of-school in nature. An appropriate model is the Safe Schools Framework. The focus and intended outcome is 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 individually. It is within such a positive and broad framework that a school's student behaviour management processes for individual cases to be formulated.

Pastoral care for the whole College community – the Principal/Assistant Principals' responsibility. The Principal and the Assistant Principals have 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 Executive to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. In addition, the Executive 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.

Student connectedness and engagement. An essential element of human wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged within a community. For the wellbeing of students, their College must provide them with such an experience. It follows that, when St Paul's is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with College activities and the College community are to be preferred to those that disengage the student. It is the culture at St Paul's that processes that disengage not be applied unless other options are clearly not appropriate. Disengagement and disconnection are potentially harmful of student wellbeing.

Restorative practices. The philosophy of Restorative Justice and Restorative Practices informs a positive and formative approach to student behaviour management, A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm. Restorative measures help 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.

Scope

The Scope of this procedure is to support the **Policy for Pastoral Care and Wellbeing 2017** of St Paul's Catholic College and provide information for staff, students and the parent body of St Paul's in relation to procedures for the respect of students and their property.

Responsibilities

The Principal is responsible for communicating, administering and managing this procedure with staff, students and families.

The College Executive (Principal, Assistant Principals, Ministry Coordinator, Administration Coordinator, Elected Staff Representatives) will advise the Principal where needed.

The Assistant Principal will work with the relevant Coordinator and discuss the issue and relevant aggravating and mitigating factors of the student's actions in line with the guiding principles of this procedure.

The Student Coordinator/Studies Coordinator will investigate the issue and liaise with the relevant students and their families.

Step by Step

Student Respect for other Students

The aim of this procedure is to promote a student's individual rights and responsibilities whilst acknowledging the need to respect others. These procedures are to further develop the pastoral care and welfare for all students at St Paul's Catholic College and to provide a reference point for the Executive and Staff to explicitly instruct students in refraining from touching other students.

St Paul's Catholic College, as a Catholic College which identifies itself as respecting others and this will be demonstrated in the delivery of its pastoral care initiatives.

The Catholic School's Office and St Paul's Catholic College understands *student respect* or "*hands off*" to be activity or behaviour of a student which:

- The refraining of touching others will include but is not limited to holding hands, hugging, physical affection, play/mock fighting, punching contact sport, grabbing or interference with another student's personal clothing or possessions.
- It is accepted that there may be times when physical contact may be necessary including but not limited to first aid treatment, supervised sporting activities, dance/drama activities, farewelling of students/parents and Learning Support situations.
- Students will be informed of this policy and students who disregard it face consequences for their actions as directed by the Pastoral Care Policy based on the severity and frequency of such actions.

This process will be publicised through College orientation and transition programmes as well as communicated at assemblies and newsletters.

The process adopted by the relevant Coordinator will be apply the guiding principles and consider each student's involvement and apply an appropriate consequence taking into account any aggravating and/or mitigating circumstances.

Some behaviours that contravene the guiding principles of education, community and restorative practices may need significant consequences and involve the Assistant Principal and consider either an Internal Suspension or External Suspension.

When this action is deemed necessary the **Procedures for Serious Misbehaviour 2017** will be followed.

Internal Suspension

Withdrawal from class and/or other College activities, if judged necessary as a behaviour management process, is best done in-college rather than out-of-college, as this maintains a student's connectedness and engagement with the College. As part of the College's processes for the withdrawal of the student from regular classes/activities and recess/lunch, structured lesson work will be completed to prevent any loss of learning. In addition, the student will meet with their Student Coordinator to positively assist in the student's return to acceptable behaviours. This meeting will allow for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose could be implemented as part of the Internal Suspension.

External Suspension

If out-of-college suspension is judged appropriate by the College, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the College ought to notify the student's parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication ought to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

The College will offer the parent(s)/guardian(s) the opportunity to participate in a meeting to consider these and other related matters, including:

- the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
- the College's responsibility for providing learning material during the time of suspension
- the process of settling back into the College environment, and how this is to be facilitated
- arrangements for monitoring the student's progress following his/her return to College

If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the College authority, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

Definitions

Appeal An impartial, determinative process available to all parties to a complaint wherein an independent person reviews both the way in which the complaint management process has been conducted and the integrity of its outcome(s).

Complaint An expression of dissatisfaction or concern with a College or the Catholic Schools Office regarding policy, procedures and/or actions and decisions made.

Formal complaint A grievance that requires investigation with a written response

Informal complaint A comment, or concern or that may or may not require a response, to ensure that a member of staff is aware of the issue and that it is brought to the attention of the principal.

Complaints management An established system of responding to and handling complaints and suggestions regarding matters causing dissatisfaction or concern.

Confidentiality Protection given to the non-disclosure of things said and one; an ethical duty held by persons to ensure that matters are held to be private and in confidence between themselves and others.

Due diligence The care taken by a reasonable person to ensure that others do not suffer unnecessary harm or disadvantage; the obligation bestowed upon a person to act responsibly, efficiently and prudently in the carrying out of his or her duties.

Duty of care A legal requirement that a person exercise a reasonable standard of care toward others in order to protect them from unnecessary risk of harm; professional duty of care exists at a level higher than that placed upon a member of the general public.

Grievance A real or imaginary wrong causing resentment and regarded as grounds for complaint a feeling of resentment or injustice at having been unfairly treated

Impartial Responding to all persons equally, free of bias and with no preconceived opinion; taking no personal advantage from espousing either side of a disagreement or conflict.

Inclusivity Respectful, supportive and equitable College communities. All embracing.

Privacy The extent to which a person can determine which personal information is to be shared with whom and for what purpose; a legally bestowed principle that ensures that certain information remains protected from disclosure.

Procedural fairness An obligation placed upon organisations and persons making decisions affecting the rights and welfare of others to engage in decision-making with due diligence, transparency and without bias. Procedural fairness affords certain rights to persons including the right to know of matters alleged, the right to respond and the right to appeal decisions made.

Restorative Practice The overriding principle of all our interaction is that we strive to restore relationships: holding parties accountable with the aim to repair any harm that may have been done. Clearly stipulate what is meant by a term.