



Positive Behaviour Support Policy

Rationale

As a Diocesan school in the Salesian tradition, Nagle College aims to be; a school that welcomes, a playground where friends meet and enjoy themselves, a school that prepares for life, and a parish that evangelises.

The College promotes the spiritual, intellectual, social, and physical development of students through establishing appropriate positive relationships that shape young people to be, in the words of St John Bosco “good Christians and honest citizens”.

The College seeks to promote an inclusive, secure and healthy environment in which students are encouraged to be their best. This means guiding students by providing genuine opportunities for them to learn and grow.

As a Catholic school our model of positive behaviour support seeks to foster the dignity, self-esteem and integrity of children and young people. This involves students understanding and upholding the rights of each member of the College community to be treated with respect.

Scripture

“But if anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him? Little children let us not love in word or talk but indeed and in truth”. (1 John 3 17-18)

Vision

Inspired by the life of Christ, our Presentation Heritage and the Salesian Charism, Nagle College is a Catholic community that welcomes, builds strong relationships, evangelizes and prepares young people for life.

Mission

So that all members of the Nagle College community can live out the College motto “Let your light shine”, we will:

- Develop a safe, nurturing and hope-filled community based on Christ’s message of love, justice and service.
- Build a culture that promotes and accepts personal excellence.
- Be people of dignity, respect, compassion, resilience and unconditional love.
- Continue to build sustainable relationships with faith communities, other educational institutions, and community organisations and businesses.

Principles

This policy is based on the principles of the Whole-School Approach to Positive Behaviour Support and the preventive system of St John Bosco.

- Students are central to all decision making and action.
- The safety of all students is a priority.
- All students can learn.
- Effective schools enable a culture of learning.



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- Expert teachers are critical to student learning success.
- Learning and teaching is inclusive of all.
- Teaching support matches the needs and talents of the student.
- Effective teaching practices are research-based.
- Inclusive schools actively engage and work in partnership with the wider community.
- Consequences should be known, measured, sequential, relevant, consistent and fair. Corporal punishment is not permitted under any circumstances.
- Individuals are entitled to natural justice in all dealings.
- School staff work in partnership with parents and guardians.

Student Code of Conduct

Students are enrolled into Nagle College, on the understanding that they are prepared to become familiar with, accept and act in accordance with all College expectations including the School- Wide Expectations of Respect, Responsibility and Excellence.

Students should display respect and courtesy towards all members of the Nagle College Community. Courtesy is expressed in the personal presentation of the students, the way students address each other, staff members, visitors, and the way they maintain the College grounds, buildings, furnishings and environment. Any form of violence against another person will not be tolerated.

Students are expected to:

- Behave in a manner that enables 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 Liturgical program of the College;
- Co-operate with all College policies and procedures;
- Comply with all reasonable instructions from staff members;
- Complete all schoolwork tasks to the best of their ability;
- Participate in College events:
- Attend school regularly:
- Be punctual to school and all classes;
- As a representative of the College, behave in a manner which brings credit to themselves and the College community. This includes school bus travel, excursions and camps;
- Comply with all College expectations regarding uniform and appearance;
- Abstain from all dangerous, threatening or illegal/illicit activities including the possession and/or use of tobacco, alcohol, illegal drugs and weapons.



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Positive Behaviour Model (Overview)

Our model of positive behaviour support is designed to clearly articulate positive behaviour expectations and put in place a series of supports and uses a series of pro-active staged interventions which aim to assist students meet expectations.

These interventions are put in place by the classroom teacher and where necessary a Student Support Group facilitated by the relevant School Coordinators. The Student Support Group is tailored to meet the needs of the individual student and can consist of staff including classroom teacher/s, Deputy Principal Pastoral, Learning Pathways Advisor, SEED Coordinator, Indigenous Education Coordinator, counsellors and external support agencies. The students' parents/guardians may also be included in this group.

The process has 3 separate levels of intervention based on the CECV Intervention Framework. They are referred to as Tiers.

Tier 1 is the universal level and applies to all students.

Tier 2 is the targeted intervention stage and will apply to some students who are not positively engaging in their learning programs.

Tier 3 is the intensive intervention stage and applies to a few students who despite the classroom teachers interventions are continuing to not meet expectations. This level is facilitated by the School Coordinators and Deputy Principal Pastoral.

If a student does not follow the College expectations this will be recorded on the College learning management system known as Simon.

Restrictive Interventions

Every effort should be made to prevent the need for the use of restraint or seclusion. It is important to remember that prevention is the best strategy.

Restraint and seclusion must not be used except in an emergency that satisfies the following three conditions:

1. The student's behaviour poses an imminent threat of physical harm or danger (to themselves or others).
2. The action is reasonable in the circumstances.
3. There is no less restrictive means of responding in the circumstances.

Unless the three conditions above are satisfied, restraint/seclusion should not be used:

- to respond to a class/school disruption
- to maintain good order
- as a response to:
 - a student's refusal to comply
 - verbal threats from a student
 - a student leaving the classroom/school without permission
 - property destruction caused by a student



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Consequences:

Teachers should employ a range of strategies when interacting with students including:

- Establishing and communicating clear classroom expectations.
- Using positive reinforcements.
- Providing rule reminders – including consequences of continued behaviour.
- Communicating with parents/guardians.
- Organising learning support.
- Re-locating student to another staff members classroom.
- Establishing a seating plan.
- Reviewing lessons to ensure that they are appropriate for student engagement and ability.
- Utilising restorative practices.
- Providing reflection sheets for students to complete as appropriate.
- Consulting with colleagues as appropriate e.g. learning team members, pastoral teachers, subject learning leaders, school coordinators, welfare staff and Deputy Principal Pastoral.
- Making themselves aware of any special learning needs or Support Plans that are relevant to the student.
- Developing specific student support plans.
- Documenting behavioral incidents on the approved College Learning Management System – Simon.

Other consequences that may be applied by School Coordinators and the Deputy Principal Pastoral include:

- Formal lunchtime learning support.
- Formal afterschool learning support.
- Development of specific student support plans.
- In school withdrawal.

Suspension

In cases where a serious breach of College expectations has occurred, or other disciplinary measures have not produced a satisfactory outcome and an appropriate process has been followed a student may be suspended from the College.

Where this is the case the suspension will be for the shortest time necessary given the situation. The College will notify the student's parents/guardians of the suspension as soon as possible. This will be communicated via telephone in the first instance and followed up in writing. A copy of the letter of suspension will be placed on the student's Simon Profile.

The Principal will notify the Catholic Education Office, Diocese of Sale.



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Prior to the student returning to the College a re-entry meeting will be convened with the student and their parent/guardian to consider:

- Any restorative measures the student should undertake.
- Arrangements for monitoring the student's progress following the return to school.
- Support available for the student.

The College will maintain a record of all student suspensions on the College Learning Management System – Simon.

Expulsion / Negotiated Transfer

In the event that the all disciplinary measures, including suspension, have not produced a satisfactory outcome the Principal will refer the matter to the Catholic Education Office, Diocese of Sale to review the student's enrolment at the College.

Related Policies

1. Anti-Bullying and Anti-Harassment Policy – Students.
2. Child Protection and Safety Policy.
3. Code of Conduct Safeguarding Children and Young People.
4. Student Mobile Phone Policy.
5. Drugs and Illicit Substances Policy.
6. Enrolment Policy.
7. Pastoral Care Policy.
8. CEO Sale Delegations Policy.

References

1. Catholic Education Commission of Victoria Ltd (CECV). *Catholic Schools Operational Guide*.
2. Catholic Education Office, Diocese of Sale. *Whole School-Approach to Positive Behaviour Support- Universals*.
3. Catholic Education Office, Diocese of Sale. *Whole School-Approach to Positive Behaviour Support -Intensive*.