

St John's School

A school in the Mercy tradition, since 1881



Student Behaviour Support Plan

The St John's Student Behaviour Support Plan promotes a positive, safe and productive learning environment for all students, based on Gospel values.

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Introduction

St John's School was established by the Sisters of Mercy in 1881. School commenced on July 13th, 1881 in the current church. The De La Salle Brothers provided education for boys for a short period of time from 1932 until Easter of 1941. We endeavour to carry on the traditions of the Mercy Order and are grateful for the commitment and dedication of so many, who have gone before us.

Vision Statement

St John's School acknowledges the work of parents as the first and foremost educators of their children. Therefore, St John's sees itself as working with home and community towards guiding students through many stages – towards perceptive understanding, mature judgment, responsible self-direction and religious and moral autonomy – preparing them to become fully participating Christians in society.

Mission Statement

St John's aims to:

- foster and encourage the education of the whole person
- promote and live the message of the Gospels
- foster respect for one another, self-discipline and awareness of the rights and needs of others
- nurture, challenge and support the faith development of each student
- encourage learning and the pursuit of excellence
- create an environment that fosters a sense of belonging and positive self-esteem
- empower students with the necessary life skills to be positive contributors to society and the Church, to enkindle in them a spirit of hope, for a 'Future in Faith'

School Values:

St John's prides itself on four core values which define the 'Spirit of St John's'.



Respect: We are concerned for and considerate of other people's feelings and experiences.



Justice: We promote the just and fair treatment of all, especially in a way that shows how special they are.



Compassion: We understand that there are people in the world experiencing pain and we must empathise with people's differing perspectives of life.



Excellence: We challenge all at St John's to achieve your potential, in being the best in 'who' you are and 'what' you do.

Student Behaviour Support Plan

Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St John's School is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Shared values and expectations

At St John's School, all members of the school community are expected to behave in a respectful, responsible and safe manner that recognises the rights of others.

Rights and responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Staff are expected to:

- be responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Parents/carers are expected to:

- promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

Students are expected to:

- participate fully in the school's educational program and to attend regularly.
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

St John's Learning and Behaviour Statement

The St John's School community believes that all students have the right to learn in a positive, supportive and safe environment; and teachers have the right to be able to teach effectively without behavioural disruptions. At St John's, we pride ourselves on setting and maintaining high behavioural expectations for our students to ensure their academic, social and spiritual development, allowing them to become positive contributors to society.

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Behaviour Management Structure

Proactive strategies for promoting positive behaviour/s

These strategies include:

- adapting the curriculum to meet individual needs
- proactive support (preventative teaching, social skills support/training)
- staff professional development in the Essential Skills for Classroom Management
- offering programs and resources for teaching parents positive support skills
- recognition of appropriate and positive behaviours
- awards (Principal, academic, assembly, tokens, House points)
- positive feedback to parents/carers (e.g. postcards, email, phone, meeting)
- Restorative Justice

Restorative Justice

Restorative Justice is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative justice is the focus on restoring relationships after harm has been done.

Restorative means:

- to repair the harm and rebuild relationships between the parties involved.
- to restore a sense of wellbeing and connection.

The Principles of Restorative Justice:

- **Foster awareness** in the student of how others have been affected.
- **Avoid scolding or lecturing.** This often results in the student reacting defensively. It distracts from noticing other people's feelings.
- **Involve the student actively.** This encourages the students to have a voice and listen to those who have been affected. They help to decide how to repair the harm and make a commitment to rebuilding the relationship.
- **Accept ambiguity.** Often fault is unclear, and people can agree to accept the ambiguous situation.
- **Separate the deed from the doer.** We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.
- **See every serious instance of wrongdoing and conflict as an opportunity for learning.** Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.
- **Restorative practices must be systemic, not situational.** Every attempt on an individual level to use these principles needs to be well supported by the school community.

To the Person Responsible	To the Person Harmed	Other questions to consider
What happened? What were you thinking at the time? What have you thought about since? Who do you think has been affected by what you did? In what way? What needs to happen to make things right? How can we make sure this doesn't happen again? What can I do to help you?	What did you think when it happened? What have you thought about since? How has it affected you? What's been the worst of it? What's needed to make things right? How would you like me to follow up with you?	Was it the right or wrong thing to do? Was it fair or unfair? Was it helpful or unhelpful? What exactly are you sorry for? You didn't answer my question.

Years P-6 Student Behaviour Management – Line of Application

Level of Behaviour	Level 1	Level 2	Level 3	Level 4
Who is responsible	Teacher in Charge (class teacher)	Welfare Officer	Deputy Principal	Principal
Supported by	Welfare Officer	Deputy Principal	Principal	TCSO
Example Behaviours (including but not limited to)	Inappropriate Behaviours <ul style="list-style-type: none"> Late for class Wearing uniform incorrectly in school. Littering Not bringing equipment to class Incomplete homework Poor manners Eating and/or drinking in class Low level physical contact in the classroom with other students such as pushing in line, trying to trip someone. Low level inappropriate verbal interactions such as saying unkind things to other students, talking back to teacher. Chewing gum Surfing the internet (appropriate sites) or playing games (appropriate games) on laptops/iPads during class work time. Phones not taken to the office. In-class disruptive behaviour, for example, calling out, off task. Unsafe behaviours such as swinging on chair, putting foot out when students are walking past. Swearing – accidental. 	Repetitive inappropriate behaviours <ul style="list-style-type: none"> Consistently late for school 3 uniform infringements given to the student by the teacher. Consistent occurrences of low-level physical contact with other students as well as inappropriate physical contact such as hitting/punching/kicking. Consistent low-level verbal interactions as well as inappropriate verbal conversations. Inappropriate laptop/iPad use, on inappropriate sites/games. Consistent disruptive behaviour that interferes with the learning of others. Consistent low-level unsafe behaviours such as throwing objects, walking out of classroom. Swearing Vandalism Lower level bullying, harassment/put downs and students excluding others. Uncompliant. 	Major and continued inappropriate behaviours <ul style="list-style-type: none"> Leaving premises without permission Uniform infringements not resolved. Smoking Closed fist punch to the head area. Students physically fighting. Watching or encouraging a violent act without attempting to prevent it Theft Abusive language or swearing towards a staff member Extensive bullying unresolved by Welfare (physical, emotional, cyber). 	Severe inappropriate behaviours <ul style="list-style-type: none"> Drug offences Illegal activities Serious violence Major theft Cyberbullying
Action Plan	<ol style="list-style-type: none"> If needed, a consequence issued, for example, reduced play, relocated in the classroom, reflection time/worksheet in accordance with your classroom consequence. Teacher in charge to keep a record of conversation with student if necessary. Communication home when required (ASAP). Teachers to record in Student Welfare Book if required. Collaboration with Welfare Officer to discuss appropriate consequence, for example, behaviour card, reduced play. 	<ol style="list-style-type: none"> Welfare Officer to record in Welfare Book. Welfare Officer to contact parents/guardians (ASAP). Notification to Deputy and Class Teacher regarding course of action. 	<ol style="list-style-type: none"> Deputy deals with situation in accordance with restorative justice protocols. Informs Welfare Officer with course of action. Welfare Officer/Deputy disseminates this information to appropriate stakeholders. 	<ol style="list-style-type: none"> Deputy deals with situation in accordance with restorative justice protocols. Informs Deputy of course of action. Deputy/Principal disseminates this information to appropriate stakeholders.

Notes:
 1. The list of behaviours within this document is not exhaustive. Teachers are to consult with either a Welfare Officer or Deputy regarding each incident if they are unsure.
 2. Documenting of incidents of the behaviour occurring, must be recorded in a timely manner in the Student Welfare Book and communicated with the appropriate staff members (following the above line of application).

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Years P-6 Student Behaviour Management – Playground Duty

Level of Behaviour	Level 1	Level 2	Level 4	Level 5
Who is responsible	Teacher on Duty	Welfare Officer	Deputy Principal	Principal
Supported by	Classroom Teacher/Welfare Officer	Deputy Principal	Principal	TCSO
Example Behaviours (including but not limited to)	Inappropriate behaviours <ul style="list-style-type: none"> Littering Poor manners Low level physical contact with hands/feet. Low level inappropriate verbal interactions such as saying unkind things to other students, talking back to a teacher. Chewing gum Swearing - accidental Inappropriate play, for example, kicking games in the quad, kicking balls higher than knee height, chasing games in the shed, inappropriate use of equipment, not wearing a hat. 	Repetitive inappropriate behaviours <ul style="list-style-type: none"> Vandalism Bullying, harassment/put downs High level physical contact (punch, fight) Computer-related offence (Library/classroom) Mobile phone use at school 	Major and continued inappropriate behaviours <ul style="list-style-type: none"> Leaving premises without permission Closed fist punch to the head area. Smoking Watching or encouraging a violent act without attempting to prevent it Theft Abusive language or swearing towards a staff member 	Severe inappropriate behaviours <ul style="list-style-type: none"> Drug offences Illegal activities Serious violence
Action Plan	<ol style="list-style-type: none"> If needed, a consequence issued, for example: <ul style="list-style-type: none"> Not wearing a hat – students need to sit outside Room 11. Exclusion from play. Exclusion from using play equipment. Picking up litter. Inappropriate play with another student – separate students and removal from play. Teacher on duty to record in the Student Welfare Book and send email to classroom teacher regarding incident (ASAP). If needed communication home when required by classroom teacher. 	<ol style="list-style-type: none"> Teacher on Duty to try and contact Welfare Officer or Deputy for removal of student if student is using unsafe behaviour or being defiant towards Staff Member. Teacher on Duty to write the incident into the Student Welfare Book. Welfare Officer to contact parents/guardians (ASAP). Notification to Deputy and Class Teacher regarding course of action. Welfare Officer updates Student Welfare Book after contact with parent. 	<ol style="list-style-type: none"> Deputy deals with the situation in accordance with restorative justice protocols. Informs Welfare Officer with course of action. Welfare Officer/Deputy disseminates this information to appropriate stakeholders. 	<ol style="list-style-type: none"> Principal deals with situation in accordance with restorative justice protocols. Informs Deputy of course of action. Deputy/Principal disseminates this information to appropriate stakeholders.
Notes:	<ol style="list-style-type: none"> The list of behaviours within this document are not exhaustive. Teachers are to consult with either a Welfare Officer or the Deputy regarding each incident if they are unsure. Documenting of incidents of the behaviour occurring must be recorded in a timely manner in the <u>Central Student Welfare Book</u> and communicated with the appropriate staff members (following the above line of application). 			

Commented [JC1]: This should be updated to indicate the use of SENTRAL for recording wellbeing incidents.

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Years 7-12 Student Behaviour Management - Line of Application

Level of Behaviour	Level 1	Level 2	Level 3	Level 4
Who is responsible	Teacher in Charge (i.e. Class Teacher, PC Teacher, Duty Teacher etc)	Dean of House	Deputy Principal	Principal
Supported by	PC Teacher/Dean of House	Deputy Principal	Principal	TCSO
Example Behaviours	Inappropriate behaviour/s <ul style="list-style-type: none"> Late for class/school Wearing uniform incorrectly at school Littering Not bringing equipment to class Incomplete homework/assessment Poor manners Eating and/or drinking in class Inappropriate physical contact (hands off) Chewing gum Inappropriate personal electronic device use Unsafe behaviour (harm to themselves or others) Swearing – accidental Excluding others 	Repetitive inappropriate behaviour across a range of subjects/playground <ul style="list-style-type: none"> General unsafe behaviour e.g. throwing objects Vandalism Rudeness and/or profanity towards staff member or other students (swearing, aggressive) Defiant behaviours Leaving premises without permission Wearing uniform incorrectly in public 3 uniform infringements (phone home) Lower level bullying, harassment/put downs Inappropriate use of technology Not attending class Mobile phone use at school/not following handing into office procedure Submission of late/incomplete assessment Failure to submit assessment items Repetitive Level 1 Behaviours 	Major and continued repetitive inappropriate behaviour across a range of subjects/playground <ul style="list-style-type: none"> Smoking Violence High level harassment Watching or encouraging a violent act without attempting to prevent it (bystander) Theft Rudeness or profanity towards staff member or other students (swearing, aggressive) Bullying (physical/emotional/cyber) Excessive non-compliance Misuse of technology Repetitive Level 2 Behaviours 	Severe inappropriate behaviours <ul style="list-style-type: none"> Drug offences Illegal activities Major theft Serious violence Repetitive Level 3 Behaviours
Action Plan	<ol style="list-style-type: none"> 6. Teacher in Charge to report into Student Welfare Program. 7. Teacher in Charge to complete appropriate restorative justice process in a timely manner relative to the incident. 8. Communication home as required. 	<ol style="list-style-type: none"> 4. DOH to report into Student Welfare Program. 5. Communication home followed up with progress updates (as required). 6. Notification to Deputy and Teachers (involved) regarding course of action. 	<ol style="list-style-type: none"> 4. Deputy deals with situation in accordance with restorative justice protocols. 5. Informs DOH with course of action. 6. Deputy/DOH disseminates this information to appropriate stakeholders. 	<ol style="list-style-type: none"> 1. Principal deals with situation in accordance with restorative justice protocols. 2. Informs Deputy with course of action. 3. Principal/Deputy disseminates this information to appropriate stakeholders.
Notes:	<ol style="list-style-type: none"> 1. The list of behaviours within this document are not exhaustive. Teachers are to consult with either a DOH or Deputy regarding each incident if they are unsure. 			

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2. Documenting of incidents must be recorded in a timely manner in [Student Welfare Program Sentral](#) and communicated with the appropriate staff members (following the above line of application).

Consequences:

The table below is an example of consequences appropriate to the behaviours listed above. This list is not definitive in nature and individual cases and circumstances particular to the incident will be taken into consideration. Final decisions made are at the discretion of the Principal.

Level of Behaviour	Level 1	Level 2	Level 3	Level 4
Consequences	Detention (minor) Pick up rubbish Verbal warnings/redirection Diary entries - reminders Assignment room Miss out on activities Use of Buddy Classroom Communication home Communication to DOH/Welfare Officer Behaviour Management – classroom specific Time out	Uniform infringement notice Detention (major) Device confiscation School policy referral Separation/removal	Suspension In-house suspension Removal from playground for consecutive days	Suspension Expulsion

Use of Time out

'Time out' definition

'Time out' is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

'Time out' purposes

'Time out' is only one of a range of behaviour management options. The use of 'time out' must be planned and purposeful. It is a method that allows the student time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour.

When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures.

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The regular use of 'time out' for a particular student will be documented and analysed, with a view to reducing the frequency of its use and to determine the reason for the behaviour.

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Behaviour Support Structure at St John's School

Early intervention

St John's utilises a range of preventative and early intervention strategies to support and clearly define positive student behaviours, establishing a whole school approach. These measures are supported by:

- Primary Welfare P - 3
- Primary Welfare 4 - 6
- Secondary – Dean of House (DOH)
- School Support Services (SSS)
- School Counsellor
- Deputy Principal
- Principal
- Toowoomba Catholic Schools Office (TCSO)
- Student Protection Contacts

Bullying (inclusive of cyberbullying)

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices; it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying (<https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>).

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexist or sexual language
- children acting as carers, or children in care
- sexual orientation

Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

- Our school is committed to promoting responsible and positive use of social media sites.
- No student will face disciplinary action for simply having an account on a social media site.
- It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

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Behaviour and Well Being Support

At St John's, early targeted support strategies include

- explicit teaching programs and events
- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/guardians
- formation of a support team (School Counsellor, Welfare Officer/DOH, Teachers)
- building networks to access support outside of the school for families and students.
- individual Behaviour/Well Being Support Plan

Individual behaviour support plans

Where intensive individual support is required, St John's School will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and support the student to achieve the desired behaviour outcome/s.

Formal sanctions

Formal sanctions include the following

- detention
- suspension
- negotiated change of school
- exclusion.

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

The TCS Formal Behaviour Sanctions Procedure must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.

Commented [JC2]: The Formal Sanctions Procedure is to be included not just mentioned.

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Appendix A

Schoolwide expectations – teaching matrix

	All areas	Classroom	Online	Playground	Toilets
Be respectful	<ul style="list-style-type: none"> use equipment appropriately keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> walk sit still enter and exit room in an orderly manner 	<ul style="list-style-type: none"> participate in use of approved online sites and educational games be courteous and polite in all online communications 	<ul style="list-style-type: none"> participate in school approved games wear shoes and socks at all times be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> respect the privacy of others
Be responsible	<ul style="list-style-type: none"> ask permission to leave the classroom be on time be in the right place at the right time follow instructions straight away 	<ul style="list-style-type: none"> be prepared complete set tasks take an active role in classroom activities keep work space tidy be honest 	<ul style="list-style-type: none"> report any unacceptable behaviour to a teacher post only appropriate content online 	<ul style="list-style-type: none"> be a problem solver return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> use toilets during breaks
Be safe	<ul style="list-style-type: none"> respect others' personal space and property care for equipment clean up after yourself use polite language wait your turn 	<ul style="list-style-type: none"> raise your hand to speak respect others' right to learn talk turns be a good listener 	<ul style="list-style-type: none"> respect others' right to use online resources free from interference or bullying keep any usernames or passwords private follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> play fairly – take turns, invite others to join in and follow rules care for the environment 	<ul style="list-style-type: none"> wash hands after using the toilet and before eating food walk

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Appendix B

Diocese of Toowoomba Catholic Schools – Formal Sanctions Procedure



Diocese of Toowoomba
Catholic Schools

Formal student behaviour sanctions procedure

Purpose

This procedure includes and describes the formal student behaviour sanctions that can be applied in Toowoomba Catholic schools.

To whom it applies

All schools and the Toowoomba Catholic Schools Office are to follow this procedure.

Related policies

Student behaviour support policy

Definitions

Detention: A detention is any period when a student is required to remain at school or in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days.

Suspension: Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time.

Exclusion: Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director: Catholic Schools. Exclusion from one school does not prohibit the enrolment of the student in another Toowoomba Catholic school, unless the student has been specifically prohibited by the Executive Director: Catholic Schools from attending all Toowoomba Catholic schools.

Procedures

Detention procedure

The use of detention as a method of managing student behaviour is at the discretion of each school, however, if detention is to be used, the following procedure must be applied.

1. The principal of a school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student.
2. This authority may also be delegated to teaching staff in accordance with each school's Student Behaviour Support Plan.
3. The student must be adequately supervised for the entire period of detention (what is adequate will depend on the student's age, stage of development and any special needs).
4. The student's safety and wellbeing needs must be addressed, and the student must be given appropriate access to food, drink facilities and toileting facilities.
5. If the detention is to occur after normal school hours, the parents/carers of the student are to be given adequate notice and the school is to be informed of the arrangements in place for the student's travel from school to home. If detention will jeopardise a student's safe transport home, the detention should be postponed until alternative arrangements can be negotiated with the student's parents/carers.
6. During a detention the time must be used to complete school work and positively to repair relationships, use restorative practices, make plans for appropriate behaviour and/or rehearse alternative behaviours.

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7. The staff member supervising detention must have received training to enable them to fulfil the requirements of 6.
8. The place in which the detention takes place is not to be so public that it makes an example of the student (such as outside the principal's office) and the student must be readily observable and supervised by an appropriate member of the school staff.
9. The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way.
10. Interaction between a student and the supervising staff member should be emotionally neutral: the aim should be for the student to devise a plan that negotiates re-admission to class.

Suspension procedure

Purpose of suspension

1. The purpose of suspension is to
 - a. signal that the student's present behaviour is not acceptable
 - b. allow a cooling-off period and time to muster school and/or Toowoomba Catholic Schools resources, and also set in motion a plan for assisting the student to demonstrate appropriate behaviour
 - c. establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour
 - d. ensure that the student's parents/carers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry
 - e. protect the right of staff and students to establish environments that promote a positive learning environment for all

Delegations to suspend

2. The principal of a Toowoomba Catholic Schools school may suspend, full-time or part-time, a student from a school for a period up to ten (10) school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the principal believes that the student's attendance poses an inappropriate risk to members of the school community.
3. In the absence of the principal of the school, the principal may delegate this authority to other members of the school's leadership team.
4. Any single suspension cannot exceed ten (10) school days without being referred to the Director: Teaching and Learning.

Reasons for suspension

5. Suspension may occur, if so decided by the school principal or delegate, after he/she has:
 - a. ensured that other appropriate and available student behaviour support strategies and discipline options have been applied and documented
 - b. ensured that other appropriate support personnel available, both within the school system and externally, have been involved
 - c. taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/carers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
 - d. recorded all action that have been taken
6. Principals may suspend, consistent with these procedures, where behaviour includes the following:
 - a. persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse

St John's School

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- b. persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
 - c. breach of school's Student behaviour support procedures: students who seriously breach the school's published rules and regulations
7. Suspension is not to be used as response to poor attendance.

Length of suspension

- 8. Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than ten (10) school days in total.
- 9. Any single suspension cannot exceed ten (10) school days without being referred to the Director: Teaching and Learning.
- 10. Indefinite suspension, where the student is continually re-suspended is not acceptable.

Communicating with parents/carers re suspension

- 11. Notification can take place by phone in the first instance; this must be followed by a written notification within a reasonable time period.
- 12. In all cases, the notification is to indicate:
 - a. the reasons for the suspension
 - b. advise the length of the suspension, the expected return date and the conditions to be met to enable return
 - c. outline the responsibility of parents/carers for the care and safety of the student who is under suspension
 - d. indicate the importance of parents working cooperatively with the school in resolving the matter
 - e. request a parental conference at the school
 - f. refer parents/carers to the school's published Student Behaviour Support Plan.
- 13. A student may not be sent out of school before the end of the school day without a parents/carers being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.
- 14. The student and parents/carers are to be given the opportunity to respond.
- 15. In discussing the conditions relating to the suspension with the parents/carers, their responses are to be taken into consideration.
- 16. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships. Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the school, parents and the training provider. The determination should occur before the student is next due to attend the program.
- 17. A school is not obliged to provide a student with schoolwork during suspension; however, principals may provide such work if they consider it appropriate to do so.
- 18. Principals are to reinforce with parents/carers that during the suspension they have responsibility for their children and are required to provide appropriate supervision. Therefore, their child may not attend school or school-related functions.
- 19. In a situation where parents/carers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the principal should inform the Senior Education Leader.
- 20. During the suspension, a re-entry conference to determine the re-entry procedure for the student is to take place in the school and is to be facilitated by the principal.
- 21. The principal is to discuss re-entry procedures with the class teacher/s.

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22. In instances where there has been a problematic relationship between a parents/carers and the school, the principal may find it beneficial to call upon a third party such as the Senior Education Leader or school counsellor, to facilitate the meeting.
23. If, despite the school's requests, parents/carers are unwilling to attend a re-entry meeting, the principal should refer the matter to the Senior Education Leader. Alternative options are then to be considered to facilitate the student's return to school or the Senior Education Leader, in consultation with the Director: Teaching and Learning, may consider commencing proceedings for exclusion.

Immediate suspension

24. Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:
 - a. possession of alcohol or a suspected illegal drug; the matter should also be reported to the police.
 - b. violence or threat of serious physical violence against another student or member of the school community, or themselves; this should also be reported in accordance with Student Protection processes and guidelines
 - c. concerning or serious sexual behaviour: this should also be reported in accordance with Student Protection processes and guidelines
 - d. possession of a weapon or knife; the matter should also be reported to the police
 - e. verbal abuse: principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.
25. If an immediate suspension is determined, the principal must notify the parents/carers following steps 11-13 of the Suspension procedure and maintain records as described in steps 25-29 of the Suspension procedure.

Record keeping

26. As soon as is practical after a suspension takes place, the principal is to ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.
27. A copy of the principal's letter to the parents/carers or record of the conversation between the principal and the parents/carers should be attached to the report.
28. Copies of the report and attached letter/record of conversation should be placed on the school file, and placed in the student's file.
29. For a suspension of one or two days, reporting remains in the school.
30. For a suspension of longer than two days, principals should notify the Senior Education Leader. A copy of all correspondence between the principal and parents/carers is to be provided to Senior Education Leader.

Exclusion

Purpose of exclusion

1. The purpose of exclusion is to
 - a. signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff
 - b. remove the student from an established environment in which inappropriate behaviour patterns have become entrenched
 - c. provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs; and
 - d. give an opportunity for respite and relief to a school that has done everything in its power to support the student.

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Delegation to exclude

2. A principal may, in consultation with the Senior Education Leader make a submission to the Director: Teaching and Learning, recommending the exclusion of a student from a Toowoomba Catholic school.
3. The Director: Teaching and Learning, will, in turn, forward this submission with his/her own recommendation to the Executive Director: Catholic Schools for decision.

Reasons for exclusion

4. The Executive Director: Catholic Schools may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual behaviour support and/or intervention plans.
5. The exception is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

Exclusion procedure

6. When considering the exclusion of a student, the principal must:
 - a. consult with the Senior Education Leader
 - b. place the student on suspension for the maximum period of ten (10) school days pending the outcome of the decision to exclude. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
 - c. notify the student and the parents/carers that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being considered, giving reasons for the proposed action and allowing seven (7) school days for the student, parents/carers to respond
 - d. provide the parents/carers, or student (if the student is living independently) with a copy of all the documentation on which the proposal to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses)
 - e. the principal may exercise discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the proposal to exclude; this consideration will be unique in each case and guidance should be sought from the Senior Education Leader
 - f. consider any response from the student and parents/carers before formulating a recommendation to the Director: Teaching and Learning
 - g. request a meeting with the student's parents/carers to outline the next steps in the decision to exclude and the reasons for the recommendation
 - h. provide the parents/carers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal
 - i. reports and documentation re a suspension, as part of an application for exclusion need to be maintained in the schools and provided to the Senior Education Leader
 - j. forward the recommendation and documentation to the Senior Education Leader.
7. The Senior Education Leader is to forward the recommendation and documentation to the Director: Teaching and Learning for consideration.
8. The Director: Teaching and Learning is to forward their recommendation to the Executive Director: Catholic Schools, for determination.
9. The Executive Director: Catholic Schools is to consider the application for exclusion and may
 - a. consult with the principal, Senior Education Leader and Director: Teaching and Learning
 - b. provide an opportunity for the student and the student's parents/carers to be supported by a designated person/s.
10. While consideration of exclusion from a Toowoomba Catholic Schools school is being made, the student will remain on suspension.

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11. A decision will be made as soon as practicable following the submission reaching the Executive Director: Catholic Schools.

12. This procedure may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

Negotiated change of school procedure

1. In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs.
2. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).
3. Schools are to document any discussions in relation to a negotiated change of school.
4. The principal should provide the parents/carers with an opportunity to discuss the implications of the negotiated change of school, and provide the parents/carers with information about why the change is being proposed.
5. The following matters should be considered:
 - the environment that would best provide for the student's learning, personal, social, emotional and spiritual needs
 - which school would provide an educational program suitable to the student's needs, abilities, and aspirations
 - the process by which the change is to be negotiated
 - the support required by the student and parents to make the transition
 - to include all considerations, determinations and communications in a documented record.
6. If a negotiated change of school cannot be achieved, the student should remain enrolled at their current school, unless the circumstances require a recommendation to the Executive Director: Catholic Schools for exclusion.

Appeals procedure – suspension and exclusion only

Against suspension

1. Appeals by parents/carers, or students living independently, are to be made to the principal of the school in relation to a decision to suspend a student for less than three (3) days; appeals against suspensions of more than three (3) days are to be made to the SEL through the principal.

Please note: An appeal does not suspend the operation of the suspension.

2. The principal of the school is to request the appeal in writing, and ask that it include the grounds on which the appeal is being made.
3. A parent/carer or independent student is to be given assistance, if required, to help with the appeal. A support person could assist the parent/carer to understand their right to, the procedure for lodging an appeal.
4. The school should ensure that parents/carers and students have access to appropriate paperwork and assistance to complete the paperwork, if necessary.
5. Alternative options to respond must be considered.
6. In both instances, the principal or SEL is to:
 - a. ensure, if possible, that the appeal is determined within two (2) school weeks of it being lodged
 - b. ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
 - c. review all relevant material

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- d. ensure that appropriate material and information is made available to the parent/carer or student
- e. discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
- f. advise in writing all the parties of the decision and the specific reasons for the decision
- g. where an appeal against a suspension is upheld, decide an appropriate resolution.

Against exclusion

1. Appeals by parents/carers, or students living independently, against an exclusion are to be made to the Executive Director: Catholic Schools.
2. The Executive Director: Catholic Schools is to appoint a suitable person or persons to review the decision.
3. The person or persons is to:
 - a. ensure, if possible, that the appeal is determined within four (4) weeks of it being lodged
 - b. ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
 - c. review all relevant material
 - d. ensure that appropriate material and information is made available to the parent/carer or student
 - e. advise in writing all the parties of the decision and the specific reasons for the decision.
4. If the appeal is successful, the Executive Director: Catholic Schools consideration is to be giving to re-instating the student's enrolment and the conditions of this enrolment; this is to be done in discussion with the parents/carers, student and principal.

Authority

The Formal student behaviour sanctions procedure is the responsibility of the Director: Teaching and Learning. Any changes to this procedure can only be made with approval of the Director: Teaching and Learning or the Executive Director: Catholic Schools.

Version control and change history

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