

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 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:

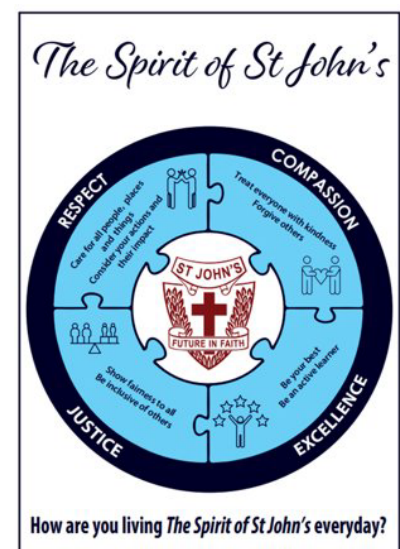
St John's prides itself on four core values which define the 'Spirit of St John's'.

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.

Behaviour Management Structure

Proactive strategies for promoting positive behaviour/s

These strategies include:

- adapting the curriculum to meet individual needs (Planning for Personalised Learning)
- 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 (linked to school values)
- awards (Principal, academic, assembly, tokens, House points, Excellence Awards)
- positive feedback to parents/carers (e.g. postcards, email, phone, meeting)
- Restorative Justice
- Educational presentations for students (including wellbeing program 'The Resilience project')

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.

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Years P-12 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 Poor attendance (at or below 85%) Wearing uniform incorrectly (infringement issued/communication home) Noncompliance 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 Inappropriate use of IT devices (for example, accessing inappropriate sites or playing non-school approved games) P- 6: Phones not taken to the office 7-12: Phones not securely locked in lockers or visible throughout the school day 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 Low level vandalism (for example, writing on desk or self) Excluding others 	Repetitive inappropriate behaviours <ul style="list-style-type: none"> Consistently late for school Continued poor attendance (at or below 85%) 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/pushing/shoving Consistent low-level verbal interactions as well as inappropriate 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 Lower-level bullying, harassment/put downs and students excluding others. Vandalism Repetitive Level 1 behaviours 	Major and continued inappropriate behaviours <ul style="list-style-type: none"> Leaving premises without permission Uniform infringements not resolved Smoking/Vaping 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 or student Extensive bullying unresolved by Welfare (physical, emotional, cyber) Repetitive Level 2 Behaviours Vandalism Intimidation of a staff member Persistence lateness to school Sustained pattern of school refusal Bringing the school in to disrepute 	Severe inappropriate behaviours <ul style="list-style-type: none"> Drug offences Illegal activities Serious violence Major theft Cyberbullying Repetitive Level 3 Behaviours
Action Plan	<ol style="list-style-type: none"> 1. Teacher in charge to record incident into Sentral and communicate home. 2. If required, a consequence implemented. 3. Teacher in charge to keep a record of conversation with student if necessary (Restorative chat/form) 4. Collaboration with Welfare Officer/Pastoral Leader (as required) 	<ol style="list-style-type: none"> 1. Welfare Coordinator/Pastoral Leader to record in Sentral. 2. Welfare Coordinator/Pastoral Leader to contact parents/guardians in a timely manner 3. Notification to Deputy and Class Teacher regarding a course of action. 	<ol style="list-style-type: none"> 1. Deputy manages situation in accordance with Student Behaviour Support Plan 2. Deputy communicates with Welfare Coordinator/Pastoral Leader course of action. 3. Welfare Coordinator/Pastoral Leader /Deputy disseminates this information to appropriate stakeholders. 4. Deputy records in Sentral 	<ol style="list-style-type: none"> 1. Principal manages situation in accordance with Student Behaviour Support Plan. 2. Principal communicates with Deputy the course of action. 3. Deputy/Principal disseminates this information to appropriate stakeholders. 4. Principal records in Sentral

Notes:

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

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* The above table is indicative of examples of various levels of behaviour. It is at the principal's discretion regarding the inaction of consequences of all behavioural contraventions at St John's.

Years P-12 Student Behaviour Management – Playground Duty

Level of Behaviour	Level 1	Level 2	Level 3	Level 4
Who is responsible	Teacher on Duty	Welfare Officer/Pastoral Leader	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 Inappropriate or unsafe play, for example, kicking games in the quad, kicking balls higher than knee height, chasing games in the P&F Centre, tackling, inappropriate use of equipment, not wearing a hat, kicking football on 7-12 oval Noncompliance Exclusion of others 	Repetitive inappropriate behaviours <ul style="list-style-type: none"> Vandalism Bullying, harassment/put downs High level physical contact (punch, fight) Mobile phone use at school Persistent noncompliance Repetitive level 1 behaviours 	Major and continued inappropriate behaviours <ul style="list-style-type: none"> Leaving premises without permission Closed fist punch to the head area Smoking/Vaping Watching or encouraging a violent act without attempting to prevent it Theft Abusive language or swearing towards a staff member or student. Physical aggression towards a staff member Intimidation of 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"> 1. Teacher in charge to record incident into Sentral and communicate home 2. If required, a consequence implemented 3. Teacher in charge to keep a record of conversation with student if necessary (Restorative chat/form) 4. Collaboration with Welfare Officer/Pastoral Leader /class teacher (as required) 	<ol style="list-style-type: none"> 1. Welfare Coordinator/Pastoral Leader to record in Sentral. 2. Welfare Coordinator/Pastoral Leader to contact parents/guardians (in a timely manner). 3. Notification to Deputy and Class Teacher regarding course of action. 	<ol style="list-style-type: none"> 1. Deputy manages situation in accordance with Student Behaviour Support Plan. 2. Deputy communicates with Welfare Coordinator/Pastoral Leader course of action. 3. Welfare Coordinator/Pastoral Leader /Deputy disseminates this information to appropriate stakeholders. 4. Deputy records in Sentral 	<ol style="list-style-type: none"> 1. Principal manages situation in accordance with Student Behaviour Support Plan. 2. Principal communicates with Deputy the course of action. 3. Deputy/Principal disseminates this information to appropriate stakeholders. 4. Principal records in Sentral

Notes:

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

* The above table is indicative of examples of various levels of behaviour. It is at the principal's discretion regarding the inaction of consequences of all behavioural contraventions at St John's.

Consequences:

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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	Time out (minor – class teacher issued) Pick up rubbish Verbal warnings/redirection Removal from activity Use of Buddy Classroom Communication home to parents or carer Uniform infringement – contact home Restorative chat/form Student conference Classroom behaviour management strategies implemented (as specified by class teacher)	Time out (major – Pastoral Leader / Welfare Officer issued) Device confiscation/monitored and prescribed usage School policy referral Separation/removal Communication to Pastoral Leader /Welfare Officer Uniform infringements – contact home Student conference Restorative chat/form Withdrawal from involvement in extra- curricular activities and/or representation of the school Communication home to parents or carer	Suspension In-house suspension Removal from playground for consecutive days Individual Behaviour Support Plan Tracking card Withdrawal from involvement in extra- curricular activities and/or representation of the school Communicate home to parents or carer	Suspension Expulsion Withdrawal from involvement in extra-curricular activities and/or representation of the school (4 weeks minimum) Communicate home to parents or carer

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.

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.

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:

- Middle Leader Early Years (P-3 Welfare)
- Years 4-6 Welfare Coordinator
- Assistant Principal P-6
- 7-12 Pastoral Leaders (Marian, Theresian, Xaverian)
- School Support Services (SSS)
- School Counsellors
- Deputy Principal
- Principal
- Toowoomba Catholic Schools Office (TCS)
- 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/WhatIsBullying/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.

Behaviour and Wellbeing Support

At St John's, early targeted support strategies include

- explicit teaching programs and events
- the teaching and/or development of knowledge and skills to support appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/guardians
- formation of a support team (School Counsellor, Welfare Coordinator/Pastoral Leader, Teachers, AP, DP, external agencies, case manager)
- building networks to access support outside of the school for families and students
- individual Behaviour/Well Being Support Plan
- Data collection and analysis
- Considerations of the functions or reasons for the student's behaviour

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
- removal from sport or extracurricular activities

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.

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 ▪ One student per cubicle
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 conclusion of break 	<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



Formal student behaviour sanctions procedures

Purpose

These procedures describe the formal student behaviour sanctions that can be applied in Toowoomba Catholic schools and the roles and responsibilities associated with the application of these sanctions.

To whom it applies

All schools and the Toowoomba Catholic Schools Office are to follow these procedures.

Related policies and plans

Student behaviour support policy
School Behaviour Support Plans

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.

External suspension: External 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.

Internal suspension: Internal suspension is the temporary, full-time or part-time withdrawal of a student's right to participate in classes and/or school related functions for a defined period of time. The student is supervised at school during the school day during an internal suspension. The principal decides if it is appropriate to use an internal suspension as a consequence. Factors that could be considered include relative seriousness of the incident(s), the negative incident history of the student and other family contextual factors such as the ability of the parents/legal guardians to supervise the student while on an external suspension.

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 Executive Director: Catholic Schools have specifically prohibited the student from attending all Toowoomba Catholic schools.

Procedures

1. Sentral procedure

- a. The Wellbeing module in Sentral is to be the repository for all wellbeing incidents records and documentation.
- b. Follow Up Actions to incidents may include consequences such as detention, suspension, recommendation for exclusion or negotiated change of school.
- c. Any letters or correspondence that relate to the incident are to be generated and recorded in Sentral using the templates provided.
- d. Other documentation that relates to the incident(s) is to be attached to the incident(s) in Sentral.

2. Detention procedure

- a. 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, 2b-j must be applied.
- b. The school's Student Behaviour Support Plan is to describe the school rationale for using detention and the school procedure for managing detentions.
- c. The principal of a school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student.
- d. This authority may also be delegated to teaching staff in accordance with each school's Student Behaviour Support Plan.
- e. 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.

- f. If the detention is to occur after normal school hours, the parents/legal guardians 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/legal guardians.
- g. 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.
- h. Interaction between a student and the supervising staff member should be emotionally neutral.
- i. Detention takes a variety of forms and is known by various of names such as time-out, Responsible thinking centre, Ignatius room etc.
- j. Sentral will be used to record this as a consequence to an incident and to record attendance at the detention.

3. Suspension procedure

a. Purpose of suspension

The purpose of suspension (either external or internal) is to

- i. signal that the student's present behaviour is not acceptable
- ii. 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
- iii. establish a negotiation process for the student's re-entry to the school or the school program, based on the student achieving explicit goals related to improved behaviour
- iv. ensure that the student's parents/legal guardians are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry
- v. protect the right of staff and students to establish environments that promote a positive learning environment for all.

b. Delegations to suspend

- i. The principal of a Toowoomba Catholic Schools school may suspend, externally or internally, 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 and/or participation in the school program poses an inappropriate risk to members of the school community.
- ii. In the absence of the principal of the school, the principal may delegate this authority to other members of the school's leadership team.

c. Reasons for suspension

- i. Suspension may occur, if so decided by the school principal or delegate, after he/she has
 - ensured that other appropriate and available student behaviour support strategies and discipline options have been applied and documented
 - ensured that other appropriate support personnel available, both within the school system and externally, have been involved
 - taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/legal guardians regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension.
- ii. Principals or their delegate may suspend, consistent with these procedures, where behaviour includes the following
 - persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
 - persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
 - breach of school's Student Behaviour Support Plan: students who seriously breach the school's published rules and regulations.
- iii. Suspension is not to be used as response to poor attendance (see the Toowoomba Catholic Schools Managing student attendance procedure via the TCS intranet).

d. Immediate suspension

- i. Principals may suspend immediately any student whose behaviour includes the following.
 - possession of alcohol or a suspected illegal drug; the matter should also be reported to the police
 - 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
 - concerning or serious sexual behaviour; this should also be reported in accordance with Student Protection processes and guidelines
 - possession of a weapon or knife; the matter should also be reported to the police
 - verbal abuse; principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student
- ii. If an immediate suspension is determined, the principal must notify the parents/legal guardians following 3f of the Suspension procedure and maintain records as described in 3g of the Suspension procedure.

e. Length of suspension

- i. 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.
- ii. Any single suspension cannot exceed ten (10) school days without being referred to the Director: Education Services.
- iii. Indefinite suspension, where the student is continually re-suspended is not acceptable.

f. Communicating with parents/legal guardians re suspension

- i. Initial notification can take place by phone; this must be followed by a written notification within two working days. The written notification is to be generated in the Sentral Wellbeing module.
- ii. In all cases, Sentral letter templates in the Wellbeing module are to be used so the notification includes
 - the reasons for the suspension
 - the conditions of the suspension; external or internal, full-time or part-time
 - advice re the length of the suspension, the expected return date and the conditions to be met to enable return
 - an outline of the responsibility of parents/legal guardians for the care and safety of the student who is under suspension
 - an indication of the importance of parents/legal guardians working cooperatively with the school in resolving the matter
 - a request for a parental/legal guardian conference at the school
 - reference to the school's published Student Behaviour Support Plan
 - any additional information that the principal determines to provide.
- iii. Letter templates are to be used to communicate suspensions and are to be accessed via the Sentral Wellbeing module.
- iv. A student may not be sent out of school before the end of the school day without a parent/legal guardian being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.
- v. The student and parents/legal guardians are to be given the opportunity to respond.
- vi. In discussing the conditions relating to the suspension with the parents/legal guardians, their responses are to be taken into consideration.
- vii. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as school based 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/legal guardians and the training provider. The determination should occur before the student is next due to attend the program.
- viii. A school is not obliged to provide a student with school work during suspension; however, principals may provide such work if they consider it appropriate to do so.
- ix. Principals are to reinforce with parents/legal guardians that during an external 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. While internally suspended, students may not attend school-related functions.
- x. In a situation where parents/legal guardians 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.
- xi. 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.
- xii. The principal is to discuss re-entry procedures with the class teacher/s.
- xiii. In instances where there has been a problematic relationship between a parent/legal guardian 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.

xiv. If, despite the school's requests, parents/legal guardians 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: Education Services, may consider commencing proceedings for exclusion.

g. Record keeping

- i. The principal's letter to the parents/legal guardians is to be generated and recorded in Sentral.
- ii. A record of the conversation between the principal and the parents/legal guardians should be attached to the incident in Sentral.
- iii. Any other documentation relating to the suspension is to be attached to the incident in Sentral.
- iv. Letter templates are to be used and accessed via Sentral (see Appendices for details).
- v. For a suspension of up to and including three days, reporting remains in the school.
- vi. For a suspension of longer than three days, automatic notification of the Senior Education Leader will occur via Sentral.

Please note: The Senior Education Leader can access all records and documentation relating to the suspension in Sentral.

4. Exclusion procedure

Please note: Most students will be on suspension pending the outcome of a request to exclude. Therefore this section should be read together with the Suspension procedure.

a. Purpose of exclusion

The purpose of exclusion is to

- i. 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
- ii. remove the student from an established environment in which inappropriate behaviour patterns have become entrenched
- iii. 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
- iv. give an opportunity for respite and relief to a school that has done everything in its power to support the student.

b. Delegation to exclude

- i. A principal may, in consultation with the Senior Education Leader make a recommendation for exclusion to the Director: Education Services (see 4c for further details).
- ii. The Director: Education Services has delegation to endorse the recommendation of the principal and Senior Education Leader to the Executive Director: Catholic Schools.
- iii. The Executive Director: Catholic Schools makes the final decision in relation to exclusion of a student.

c. Reasons for exclusion

- i. 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.
- ii. 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.

d. Communication and decision making

- i. When considering the exclusion of a student, firstly, the principal must
 - consult with the Senior Education Leader
 - place the student on suspension for the maximum period of ten (10) school days pending the outcome of the decision to exclude

Please note: This action should be taken irrespective of any action by another agency, including the Queensland Police Service.

- record the suspension as a consequence to the incident record in Sentral
- notify the student and the parents/legal guardians 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/legal guardians to respond; this can initially be via phone, then must be provided in writing within two working days
- provide the parents/legal guardians, 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)
- 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 parents/legal guardians 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
- consider any response from the student and parents/legal guardians before completing the 'Recommendation for exclusion – briefing note' (see Appendix 11 of TCS Formal student behaviour sanctions procedures).

ii. The principal is to forward via email the completed 'Recommendation for exclusion – briefing note' and associated documentation to the Director: Education Services for consideration. The Senior Education Leader is copied into this email.

iii. The Director: Education Services is to consult with the principal and Senior Education Leader and make a further recommendation that is to be forwarded via email to the Executive Director: Catholic Schools.

iv. The Executive Director: Catholic Schools is to consider the recommendation for exclusion and

- may further consult with the principal, Senior Education Leader and Director: Education Services
- make the final decision in relation to exclusion.

v. The Executive Director: Catholic Schools completes the briefing note and forwards the completed document via email to Director: Education Services, the Senior Education Leader and the principal.

vi. If consent is given to exclude the student, the principal completes the Notice of decision to exclude via Sentral (see Appendix 12 of TCS Formal student behaviour sanctions procedures).

vii. If consent to exclude is not given the Senior Education Leader will assist the principal in drafting a response to the parents/legal guardians.

viii. All documentation is to be attached to the suspension record in Sentral.

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

5. Negotiated change of school procedure

a. Purpose of a negotiated change

i. 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.

ii. 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).

b. Communication and decision making

i. 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

ii. Schools are to document any discussions in relation to a negotiated change of school. These documents are to be attached to the incident record in Sentral.

iii. The principal should provide the parents/legal guardians with an opportunity to discuss the implications of the negotiated change of school and provide the parents/legal guardians with information about why the change is being proposed.

iv. 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.

v. All documentation related to the negotiated change of school is to be recorded in Sentral Wellbeing module as attachments to the original incident record(s).

6. Appeals procedure – suspension and exclusion only

a. Appeals against suspension

- i. Appeals by parents/legal guardians, or students living independently, are to be made to the principal of the school in relation to a decision to suspend a student for up to and including three (3) days.
- ii. Appeals against suspensions of more than three (3) days are to be made to the Senior Education Leader through the principal.

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

- iii. 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.
- iv. A parent/legal guardian or independent student is to be given assistance, if required, to help with the appeal. A support person may be offered to or requested by parents/legal guardians to understand their right to and procedure for lodging an appeal. Consideration should be given to who would be appropriate to provide this support.
- v. The school should ensure that parents/legal guardians and students have access to appropriate paperwork and assistance to complete the paperwork, if necessary.
- vi. Alternative options to respond must be considered where parents/legal guardians are unable to provide a written response.
- vii. For suspensions and exclusions, the principal or Senior Education Leader is to • ensure, if possible, that the appeal is determined within two (2) school weeks of it being lodged.
 - ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
 - review all relevant material
 - ensure that appropriate material and information is made available to the parent/legal guardian or student
 - discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
 - advise in writing all the parties of the decision and the specific reasons for the decision
 - where an appeal against a suspension is upheld, decide an appropriate resolution.
- viii. All documentation relating to the appeal is to be attached to the incident record in Sentral.

b. Appeals against exclusion

- i. Appeals by parents/legal guardians, or students living independently, against an exclusion are to be made to the Executive Director: Catholic Schools.
- ii. The Executive Director: Catholic Schools is to appoint a suitable person or persons to review the decision.
- iii. The person or persons is to • ensure, if possible, that the appeal is determined within four (4) weeks of it being lodged
 - ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
 - review all relevant material
 - ensure that appropriate material and information is made available to the parent/carer or student
 - advise in writing all the parties of the decision and the specific reasons for the decision.
- iv. If the appeal is successful, the Executive Director: Catholic Schools gives consideration to re-instating the student's enrolment and the conditions of this enrolment; this is to be done in discussion with the parents/legal guardians, student and principal.
- v. All documentation relating to the appeal is to be attached to the incident record in Sentral.

Authority

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

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