



Responsible Behaviour Policy

The overarching goal of the Policy is to develop self-disciplined, self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences and impact on other people. They are responsible for the choices that they make and they need to own and accept the subsequent consequences. We hope that by working with families, we can support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the College community.

What is the Responsible Behaviour Policy?

The Responsible Behaviour Policy summarises our processes for assisting students to achieve educational outcomes. The plan provides a framework for promoting positive behaviours and outlines procedures for staff in responding to, inappropriate or unacceptable behaviour. Underpinning Xavier Catholic College's Responsible Behaviour Plan are two important theoretical frameworks which align well with each other. These are:

The Responsible Thinking Process (RTP): is a series of questions that help to manage disruptive behaviour. RTP is also very consistent with our current philosophy of Restorative Practices, which asserts that nothing worthwhile can be achieved outside the concept of respectful and quality relationships. If a student chooses to disrupt the classroom, they will be asked some specific questions that are designed to help them think about what they are doing and give them the opportunity to choose more appropriate behaviour.

Restorative Practices: is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour. In other words, holding individuals accountable for their actions, but also focusing upon repairing and strengthening relationships.



How does the Process work?

The Responsible Behaviour Policy uses a four-step process to help redirect student behaviour:

LEVEL 1 – Student demonstrates a lack of focus on learning: The teacher uses a range of strategies both Verbal and Non-Verbal to highlight to the student who is not focussing on their learning. These strategies may include: a focussed look, proximity, speaking with them, moving them to another position to assist with learning, all designed to maintain the student teacher relationship and not disrupt the flow of the classroom. This may occur a few times until the student settles.

LEVEL 2 – Formal Questioning Process: The questioning process is designed to help the student to look within themselves and compare the way they are dealing with others with the rules of wherever they are, and to decide whether their ways of handling themselves are violating the rights of others within that environment. These are the questions that will be asked:

PART A - BEGIN REFERRAL FORM

What are you doing?
What is the rule?
What happens when you break the rule?
Is this what you want to have happen?
What will be the consequence if you do that again?

If the student is asked these questions by the teacher, their House Dean will be notified and a notification will be made on the Student Behaviour Portal. If, after being asked the above questions, a student causes any further disruption or is not able to focus on learning the teacher will move to Part B of the Referral process which will mean the student will be sent to a 'Buddy Class'. If this occurs the teacher will make contact with the parents.

PART B - COMPLETE REFERRAL FORM & SEND TO BUDDY CLASS

What are you doing?
What did you say would happen the next time you disrupted?
What happens when you break the rule?

At the Buddy Classroom, the student is required to seriously reflect upon their behaviour and take responsibility for their actions. They then formulate a plan that will assist them to not repeat the disruptive behaviour again. This **Student Plan** will be developed before the student is re-admitted to the class. If needed a House Dean or Pastoral Care Teacher may give the student support to complete their Plan.

The discussion with the teacher about the Student Plan is a vital component in rebuilding a quality relationship. Once the plan has been created the student is ready to negotiate with the teacher, seeking to be readmitted to class (or the library, playground or wherever they were removed from).

This should occur **before** the start of the next scheduled lesson (i.e. Lunch breaks or before or after school) and again the student can be supported by their House Dean or Pastoral Care Teacher in these discussions.

LEVEL 3 – Intervention by Pastoral Staff
Consistent with our Responsible Behaviour Guidelines, if the student persists in disrupting lessons, parents or caregivers would be asked to come to school for a discussion on how we can better support the student to respect the rights of others.

It is the role of the House Deans to monitor student behaviour and where a student is recorded as reaching Level 1 or being asked to go to a Buddy Class (Level 2) across a range of classes, contact will also be made home.

If the student was to disrupt in the Buddy Classroom, the parents of the student will be contacted and a suspension may be required until the student is ready to re-engage in the process.



LEVEL 4 – Suspension or Termination of Enrolment

If the student continues to display disruptive behaviour a parent interview with the Head of School and/or College Principal may be required and a possible suspension or termination of enrolment will be discussed.

AUTOMATIC - Removal from a classroom or unsafe situation

As it is the teachers' responsibility to build and maintain a safe, positive learning environment for all, any behaviour that constitutes a risk to any member of our school community will be dealt with immediately.

In our Policy, this would be considered as an **Automatic** and the student would be asked to leave the situation and report to Student reception straight away. Examples of actions that would constitute an 'Automatic' would be:

- Acting in an unsafe or dangerous manner or inciting others to act in an inappropriate way
- Abuse towards a staff member- either emotional, physical or verbal
- Inappropriate behaviour in a Buddy class
- High level abuse towards another student- either physical or verbal

If a student was to be removed from the class/situation on this basis, parents of the student will be contacted and a suspension may be required.

We hope you find this information helpful and we thank you for your continued support. If you have any questions or concerns please make contact with your child's House Dean or Mr Reagan Collier, Assistant Principal - Student Wellbeing.

