

# Pastoral Care and Behaviour Management Policy



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## 1. CONTEXT

Saint Ignatius' College Riverview (the College) is a Catholic, Jesuit boarding school for boys from Year 5 to Year 12. Situated on the beautiful Lane Cove River in Sydney NSW, it has an enrolment of over 1600 students. The College is conducted by the Society of Jesus and is part of a worldwide network of Jesuit schools and universities.

Established in 1880, the College is committed to an education for each student that proposes Christ as the model for human life by promoting the spiritual, academic, social, physical and experiential growth of its students.

The educational program at the College is dedicated to the holistic formation of the human person and does so through the pursuit of 'human excellence'. We seek to form, in companionship with parents, young men who are highly competent, committed, compassionate and with a developed conscience. We seek to form young men who are for and with others.

The purpose of the College policies and procedures is to provide a framework which ensures that the safety, individual care (*cura personalis*) and dignity of each person is paramount.

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## 2. PRINCIPLES

As Jesuit educators at a Catholic and Jesuit school, the College aims to form people of competence, conscience and compassion, who are committed to a faith that does justice and the service of others. We seek to be 'world affirming', to reveal a world 'charged with the grandeur of God'.

We strongly emphasise the fundamental importance of generosity in the service of others— following the model of Jesus Christ in becoming 'men and women for others'. Fundamental to this is *cura personalis*, caring for the whole person, respecting each individual's identity, with balance and flexibility nurturing the gifts, needs and educative readiness of each learner.

The College takes a holistic educational and pastoral approach which encourages students to not only be intellectually competent but also morally and spiritually aware, socially responsible and committed to promoting justice and the greater good.

The College challenges our students to build respectful relationships with others and form lasting friendships in line with school values, mission and vision.

We have chosen to use the 4Cs from the College mission and vision as a model to recognise positive student behaviour. The guiding values of Conscience, Competence, Compassion and Commitment will create a shared language which is framed in our Jesuit context and students will recognise: It aims to make the implicit aspects of character education, which are often already present in our College community, more explicit to our community across all aspects of College life.

Every student at the College should be known, be valued and feel safe at the College. They should experience a positive learning environment free from bullying and intimidation and be treated with justice and dignity.

This policy sets the framework through which the College manages the pastoral care and behaviour of students.

In addition to providing clear expectations for behaviour and guidelines for addressing unacceptable conduct, this policy also addresses the College expectations with regards to Corporal Punishment, Suspension and Expulsion Practice.

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### **3. POLICY**

It is our policy that -

- All College Staff have the responsibility for the safety, well-being and protection of students.
  - The pastoral care of each student takes into account their individual context. Using the Behaviour Management Flow Chart as the guide, the College will discern the appropriate pastoral care of each student based upon their known context.
  - The College seeks to develop a positive culture by setting clear expectations of students and encouraging and rewarding positive behaviour.
  - Positive feedback is essential in making students feel known, valued and safe.
  - Notwithstanding, disciplinary consequences are necessary to ensure the safety and welfare of the College's students and staff and to promote a holistic environment conducive to learning in all forms.
  - The College is committed to ensuring procedural fairness when managing student behaviour.
  - Corporal punishment is prohibited at the College. The College does not support or sanction the use of corporal punishment by staff, parents/guardians to enforce discipline.
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### **4. PROCEDURAL FAIRNESS**

Students have a right to procedural fairness including when decisions are made relating to behaviour management.

The College will implement the principles of procedural fairness by:

- establishing, publishing and communicating clear student policies and guidelines for the behaviour and conduct of students so students know what is expected of them;
  - where possible ensure decisions are determined by a reasonable and unbiased person;
  - informing students of any allegations against them and providing them the opportunity to respond;
  - allowing students to be heard before a decision is made;
  - encouraging students to be supported by an adult (such as their Parent/Guardian, Head of House, Head of Division or Assistant Head of House) in matters of serious consequence; and
  - informing students of the process for having a decision reviewed (but not to delay an immediate punitive measure).
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### **5. DEPARTMENTS**

#### **5.1 College Counsellors**

The College counsellors work collaboratively with all staff to provide specialised assistance to students with regards to individual counselling, psycho-educational assessments, liaison and case management, behaviour plans, referrals to external professionals and agencies.

The College counsellors may also provide advice and resources for parents and staff.

## 5.2 Health Centre

The College Health Centre staff work collaboratively with all staff to provide specialised assistance to students with regards to individual health care, medical assessments, liaison and case management, medical plans, referrals to external professionals and agencies.

The College Health Centre staff may also provide advice and resources for parents and staff.

## 5.3 Learning Enrichment Team

The College recognises that at the core of every student's well-being is their capacity to achieve at the appropriate age and stage of their learning within the classroom, and appropriately targeted curriculum activities reduce the likelihood of inappropriate, off-task behaviours. Therefore, the Learning Enrichment Team will:

- work with students in both the inclusive classroom and withdrawal models to enhance student engagement with learning, modify learning activities and adjust assessment tools to ensure equal access by all students.
- update student profiles on the College database under the 'Learning Profile' tab with appropriate levels of access permissions to assist teachers with assessing student needs.
- apply for disability provisions through NESA for external examinations and for providing guidance for the appropriate access to provisions for internal assessments.

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## 6. COLLEGE RULES AND EXPECTED STANDARDS OF BEHAVIOUR

Students are expected to abide by the rules of the College, and the directions of College staff.

The College will publish, communicate and educate students in the following policies and rules of behaviour:

- Student Code of Conduct
- Behaviour Management Expectations and Flow Charts
- College Rules
- Bullying, Harassment and Discrimination
- Alcohol and Drugs
- Acceptable Use of Technology (Students)
- Uniform Policy
- Your Safety First
- Immersion / Country Placement Code of Behaviour

### 6.1 Positive Behaviour

It is the College policy that students will be recognised for displays of positive behaviour in line with the College values of Human Excellence and the rules outlined in the Student Code of Conduct.

Positive Behaviour will be recognised through the College merit system and recognised at both the House and College level.

### 6.2 Senior College

#### 6.2.1 Senior College Disciplinary Consequences

The College recognises that consequences may at times be required to assist in managing student behaviour.

A primary means of assisting a student to consider his behaviour is to issue an Experience Reflect Action (ERAs). ERAs provide opportunities to:

- gather and recollect their own experiences in order to understand what they know already in terms of facts, feelings, values, insights and intuition;
- reflect upon their experience so that its significance may be more fully grasped and the impacts on themselves and others is better understood; and
- undergo internal change leading to action in terms of attitudes, priorities, commitments, habits, values, ideals, and growth.

The College will implement consequences should a student breach College rules. Consequences are outlined in the Behaviour Management Flow Charts.

## 6.3 Regis Campus

### 6.3.1 Regis Campus Behavioural Expectations

Regis students are encouraged to live out being *men for others* by making a conscious commitment to show respect, compassion and competence to achieve.

A modified positive behaviour approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour is implemented throughout Regis campus life. This whole school approach is based on Positive Behaviour for Learning (PBL) and implements a multi-tiered approach to prevention and intervention for behaviour.

### 6.3.2 Regis Campus Disciplinary Consequences

Inappropriate student behaviour is discouraged through:

- increased adult monitoring and positive attention;
- specific/regular daily feedback;
- progress on behavioural goals/plans;
- in-school withdrawal;
- time out practices; and
- additional academic support if required.

Regis implements strategies to support and manage challenging and at-risk behaviour. The strategies are outlined in the **Regis Behaviour Management Flow Chart**.

Serious incidents will be managed by the school leadership team and documented in the school incident record file.

## 6.4 Individual Behaviour Management Plan

If a student has been found to be involved in a serious behavioural incident, or has consistently behaved poorly, individual behaviour management plans may be implemented.

Individual behaviour management plans will be agreed between the student, their parents, their Head of House and the Dean of Students and/or the Deputy Principal in the Senior School or the Classroom Teacher and the Director of Regis for Regis Campus. Advice may be sought from College Counsellors or Learning Enrichment if required. Individual behaviour management plans need to take into account the principle of *cura personalis* including a student's:

- age;
- developmental needs; and
- behavioural context.

Clear expectations and strategies to support the student will be outlined in this plan. Failure to meet these expectations will result in an enrolment review meeting with the Principal or Principal's delegate.

### 6.5 Suspension and Expulsion

The College has developed specific procedures that must be followed when considering the suspension or termination of a student's enrolment.

The process is based on the principles of procedural fairness.

The College will endeavour where possible to ensure the staff member investigating a suspension or expulsion is a different person to the staff member with the final decision.

The decision to suspend a student's enrolment may only be made by the Principal, a Deputy Principal, Director of Boarding, a Dean, or Director of Regis Campus.

Decisions affecting First Nations students will be made in conjunction with the First Nations Coordinator.

The decision to terminate a student's enrolment may only be made by the Principal or Principal's delegate.

### 6.6 Corporal Punishment

The use of any corporal punishment by a staff member is strictly prohibited.

Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

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## 7. STAFF RESPONSIBILITIES

All staff are expected to take responsibility for maintaining a culture of respect and responsibility by challenging all students to meet the highest standards of behaviour. When issues arise with individual students which require disciplinary action, staff are reminded to address the behaviour and not the individual. Issues should be dealt with promptly and respectfully with due regard for procedural fairness.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the College encourages experienced teachers to take responsibility for developing and sharing with their colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

### 7.1 Record Keeping

All records relating to pastoral care and management of behaviour will be recorded in the student file on the Student Management System.

Record keeping is the responsibility of all teaching and pastoral care staff. Staff are to record all merits, demerits and observations.

The Chief Information Officer is responsible for ensuring the appropriate system access privileges to ensure student confidentiality.

### 7.2 Implementation

This policy is implemented through:

- communicating this policy to the College community including -

- Student Code of Conduct
- Handbooks
- the College Website
- staff training and professional development opportunities in behaviour management;
- monitoring the effectiveness of the policy; and
- reviewing and evaluating the policy periodically.

## 8. DEFINITIONS AND ACRONYMS

|   |  |
|---|--|
| <b><i>Challenging or At Risk Behaviour</i></b>  | Any behaviour that significantly impacts on the day-to-day functioning of the College.   |
| <b><i>Experience, Reflect, Action (ERA)</i></b> | Experience, Reflect, Action (ERAs) an Ignatian process of learning in the Senior College that provides growth through formation which takes many forms.  |
| <b><i>Procedural Fairness</i></b>               | Procedural fairness is a basic right of all when dealing with authorities and refers to the right of the person against whom the allegation has been made to – <ul style="list-style-type: none"> <li>- an unbiased decision</li> <li>- know the allegations and other pertinent information taken into account in considering the matter</li> <li>- know the process by which the matter will be considered</li> <li>- respond to the allegations</li> <li>- know how to seek a review of the decision made in response to allegations</li> </ul> |
| <b><i>Suspension</i></b>                        | A temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.  |

## 9. RELATED POLICIES & SUPPORTING DOCUMENTS

|                            |  |
|----------------------------|--|
| <b>Related Legislation</b> | <ul style="list-style-type: none"> <li>- Education Act 1990 (NSW)</li> <li>- NSW Anti-Discrimination Act 1977</li> <li>- Disability Discrimination Act 1992 (Commonwealth)</li> <li>- Disability Standards for Education 2005 (Commonwealth)</li> <li>- Australian Human Rights Commission Act 1986</li> </ul> |
| <b>Related Policies</b>    | <ul style="list-style-type: none"> <li>- Student Code of Conduct</li> <li>- Student Acceptable Use of Technology</li> <li>- College Rules</li> <li>- Student Bullying, Harassment and Discrimination Policy</li> <li>- Student Alcohol and Drug Policy</li> <li>- Uniform Policy</li> </ul>                    |
| <b>Related Procedures</b>  | <ul style="list-style-type: none"> <li>- Pastoral Care and Behaviour Management Procedures</li> </ul>  |
| <b>Related Documents</b>   | <ul style="list-style-type: none"> <li>- NSW Registered and Accredited Individual Non-government Schools Manual</li> <li>- Behaviour Management Flow Chart (Senior School, Regis &amp; Boarding)</li> </ul>  |

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## 10. DOCUMENT CONTROL

|                           |  |
|---------------------------|--|
| POLICY                    | Pastoral Care and Behaviour Management Policy                        |
| RESPONSIBLE OFFICER       | Deputy Principal Students  |
| CONTACT OFFICER           | Dean of Students (Senior School)<br>Director of Regis (Regis Campus) |
| APPROVED BY               | Principal  |
| VERSION NUMBER            | 4.0  |
| SUPERSEDED VERSION NUMBER | 3.0  |
| EFFECTIVE DATE            | 2025   |
| NEXT REVISION DATE        | 2028   |