

# Pastoral Care and Behaviour Management Policy

## CONTEXT

As a Catholic boarding school in the Jesuit tradition, Saint Ignatius' College Riverview seeks to promote the spiritual, academic, social, physical and experiential growth of members of the community.

The educational program at the College is dedicated to the integral formation of the human person. It aims to enable all to reach their full potential, immersed in an environment that aspires to Human Excellence and the promotion of a faith that does justice.

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

The NSW Registration Manual (3.7.1 and 3.7.2) requires the College to have policies relating to discipline of students attending the College that are based on principles of procedural fairness and that do not permit corporal punishment of students.

## PRINCIPLES

The pastoral care of students at Saint Ignatius' College, Riverview (the College) is based upon the principle of *cura personalis*, meaning care for the individual. *Cura Personalis* is a constitutive element of Ignatian Education and serves as the pivot of Ignatian Education.

The exercise of *cura personalis* envisages the integral formation of the person for responsible life in human society, worked towards through a holistic education based on a personalised pedagogy. In accordance with this principle, every student of 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.

It is important for educators to grasp that their example brings more to the formation of students than do their words.

The College strives to provide a holistic education that inspires a life-long development of faith. An education which equips each student to seek understanding, strive for justice and

commit to the service of others with discernment, conscience and courage. From this foundation students are responsible for courageously daring to do as much as they can do, participating fully in College life, and being respectful to the College, staff, fellow students and themselves.

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.

<p><b>Policy</b></p>	<p>It is our policy that -</p> <ul style="list-style-type: none"> <li>/ All College Staff have the responsibility for the safety, well-being and protection of students.</li> <li>/ The pastoral care of each student takes into account their individual context. The College will discern the appropriate pastoral care of each student based upon their known context.</li> <li>/ The College seeks to develop a positive culture by setting clear expectations of students and encouraging positive behaviour.</li> <li>/ Positive feedback is essential in making students feel known, valued and safe.</li> <li>/ 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.</li> <li>/ The College is committed to ensuring procedural fairness when managing student behaviour.</li> <li>/ Corporal punishment is prohibited at the College. The College does not support or sanction the use of corporal punishment by parents/guardians to enforce discipline.</li> </ul>
<p><b>Procedural Fairness</b></p>	<p>Students have a right to procedural fairness including when decisions are made relating to behaviour management.</p> <p>The College will implement the principles of procedural fairness by:</p>

	<ul style="list-style-type: none"> <li>/ establishing, publishing and communicating clear student policies and guidelines for the behaviour and conduct of students so students know what is expected of them;</li> <li>/ where possible ensure decisions are determined by a reasonable and unbiased person;</li> <li>/ informing students of any allegations against them and providing them the opportunity to respond;</li> <li>/ allowing students to be heard before a decision is made;</li> <li>/ 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;</li> <li>/ informing students of the process for having a decision reviewed (but not to delay an immediate punitive measure).</li> </ul>
<p><b>College Counsellors</b></p>	<p>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.</p> <p>The College counsellors may also provide advice and resources for parents and staff.</p>
<p><b>Health Centre</b></p>	<p>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.</p> <p>The College Health Centre staff may also provide advice and resources for parents and staff.</p>
<p><b>Learning Enrichment Team</b></p>	<p>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</p>

	<p>inappropriate, off-task behaviours. Therefore, the Learning Enrichment Team will:</p> <ul style="list-style-type: none"> <li>/ 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.</li> <li>/ 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</li> <li>/ apply for disability provisions through NESA for external examinations and for providing guidance for the appropriate access to provisions for internal assessments.</li> </ul>
<p><b>College Rules and Expected Standards of Behaviour</b></p>	<p>Students are expected to abide by the rules of the College, and the directions of College staff.</p> <p>The College will publish, communicate and educate students in the following policies and rules of behaviour:</p> <ul style="list-style-type: none"> <li>/ Student Code of Conduct</li> <li>/ College Rules</li> <li>/ Bullying, Harassment and Discrimination Prevention and Intervention</li> <li>/ Alcohol and Drugs</li> <li>/ Acceptable Use of Technology (Students)</li> <li>/ Uniform Policy</li> <li>/ Your Safety First</li> <li>/ Regis Behaviour Expectations</li> <li>/ Immersion / Country Placement Code of Behaviour</li> </ul>
<p><b>Senior College Disciplinary Consequences</b></p>	<p>The College recognises that consequences may at times be required to assist in managing student behaviour.</p> <p>A primary means of assisting a student to consider his behaviour is to issue an Experience Reflect Action (ERAs). ERAs provide opportunities to:</p>

	<ul style="list-style-type: none"> <li>/ gather and recollect their own experiences in order to understand what they know already in terms of facts, feelings, values, insights and intuition</li> <li>/ reflect upon their experience so that its significance may be more fully grasped and the impacts on themselves and others is better understood, and</li> <li>/ undergo internal change leading to action in terms of attitudes, priorities, commitments, habits, values, ideals, and growth.</li> </ul> <p>The College will implement consequences should a student breach College rules. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>/ warnings or reprimands (verbal or written)</li> <li>/ short and long timeouts</li> <li>/ clean up duties</li> <li>/ cancellation of privileges</li> <li>/ withdrawal from College activities</li> <li>/ demerits</li> <li>/ supervised homework redress</li> <li>/ afternoon ERAs</li> <li>/ Saturday ERAs</li> <li>/ suspension of a student's enrolment</li> <li>/ termination of a student's enrolment</li> </ul>
<p><b>Regis Campus Behavioural Expectations</b></p>	<p>Regis students are encouraged to live out being <i>men for others</i> by making a conscious commitment to show respect, compassion and competence to achieve.</p> <p>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.</p>
<p><b>Regis Campus Disciplinary Consequences</b></p>	<p>Inappropriate student behaviour is discouraged through:</p> <ul style="list-style-type: none"> <li>/ targeted social skills instruction</li> </ul>

	<ul style="list-style-type: none"> <li>/ increased adult monitoring and positive attention;</li> <li>/ specific/regular daily feedback;</li> <li>/ progress on behavioural goals/plans;</li> <li>/ in-school withdrawal;</li> <li>/ time out practices; and</li> <li>/ additional academic support if required.</li> </ul> <p>Regis implements the following strategies to support and manage challenging and at-risk behaviour:</p> <ul style="list-style-type: none"> <li>/ counselling;</li> <li>/ behaviour support plan;</li> <li>/ risk management plan or safety plan;</li> <li>/ mini mentor program;</li> <li>/ check-in check-out case support;</li> <li>/ student-centered and function-based case management / wrap-around processes;</li> <li>/ CASL meeting;</li> <li>/ school-family-community mental health supports as required; and</li> <li>/ suspension</li> </ul> <p>Serious incidents will be managed by the school leadership team and documented in the school incident record file.</p>
<p><b>Suspension and Expulsion</b></p>	<p>The College has developed specific procedures that must be followed when considering the suspension or termination of a student's enrolment.</p> <p>The process is based on the principles of procedural fairness.</p> <p>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.</p> <p>The decision to suspend a student's enrolment may only be made by the Principal, a Deputy Principal, Director of Boarding, a Dean or Head of Regis.</p> <p>Decisions affecting First Nations students will be made in conjunction with the First Nations Coordinator.</p>

	<p>The decision to terminate a student's enrolment may only be made by the Principal or Principal's delegate.</p>
<p><b>Corporal Punishment</b></p>	<p>The use of any corporal punishment by a staff member is strictly prohibited.</p> <p>Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.</p> <p>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.</p>
<p><b>Individual Behaviour Management Plan</b></p>	<p>Where the level of misbehaviour breaches the College's Code of Conduct, individual behaviour management plans may be developed in consultation with the student and/or a parent.</p>
<p><b>Staff Responsibilities</b></p>	<p>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.</p> <p>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.</p>
<p><b>Implementation</b></p>	<p>This policy is implemented through:</p> <ul style="list-style-type: none"> <li>/ communicating this policy to the College community including -             <ul style="list-style-type: none"> <li>/ Student Handbooks</li> <li>/ Staff Handbooks</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>/ Parent Handbooks</li> <li>/ the College Website</li> <li>/ staff training and professional development opportunities in behaviour management;</li> <li>/ monitoring the effectiveness of the policy; and</li> <li>/ reviewing and evaluating the policy periodically.</li> </ul>
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<b>Accountabilities</b>	
<b>Responsible Officer</b>	Deputy Principal Students
<b>Contact Officer</b>	Dean of Pastoral Care (Senior Campus) Head of Regis (Regis Campus)
<b>Supporting Information</b>	
<b>Relevant Legislation</b>	<p>This Policy supports the College's compliance with the following legislation and instruments:</p> <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>Relevant Documents</b>	NSW Registration Manual (3.7.1 and 3.7.2)
<b>Relevant College Policies</b>	<p>The following policies of the College must be considered in relation to:</p> <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</li> <li>/ Student Alcohol and Drug</li> <li>/ Uniform Policy</li> </ul>
<b>Related Procedures</b>	/ Pastoral Care and Behaviour Management Procedures
<b>Superseded Documents</b>	Nil

Definitions and Acronyms				
<b>Challenging or At Risk Behaviour</b>	Any behaviour that significantly impacts on the day-to-day functioning of Regis.			
<b>Experience, Reflect, Action (ERA)</b>	Experience, Reflect, Action (ERAs) an Ignatian process of learning in the Senior College that provides growth through formation which takes many forms.			
<b>Procedural Fairness</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>Suspension</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.			
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
2.0	Compliance Officer		15 January 2021	Suspension and Expulsion