



Genazzano FCJ College

Healthy Relating and Student Engagement Policy

Rationale

Genazzano FCJ College promotes respectful relationships between students, staff and the wider community. Education at Genazzano is informed by our vision: a passion for life, a love of learning, and the courage and confidence to lead and serve others. Respect for self, others and the environment should be evident in all student actions. This policy underpins all interactions within the College community and promotes respectful relationships and the opportunity for positive outcomes for all. Ignatian Spirituality and Positive Psychology informs the framework for the delivery of wellbeing and student learning at the College. The GenSTAR program is an essential element of the College's approach to student wellbeing.

Companionship is central to the FCJ philosophy of education, being expressed through faithfulness, gentleness and respect. In the Ignatian tradition, the College encourages students to look to find God in all things - teaching an active attentiveness joined with a prompt responsiveness to God, who is constantly active in our lives.

The Policy seeks to provide a framework so that students:

- feel safe
- are heard
- are respected

Each student at Genazzano has the responsibility to:

- model gentle and respectful behaviour
- actively participate in her learning
- respectfully engage with teachers and support staff
- be inclusive in her interactions with peers and staff
- foster a respectful learning environment
- demonstrate stewardship and care for the College environment
- be open to challenges and growth
- promote the values of the College through wearing her uniform with pride and dignity

Enabling Structures Level 1

The College implements school-wide practices and preventative strategies for all students to support positive behaviours including:

1. Establishing predictable, fair and equitable classrooms
2. Building positive relationships with each student in our care
3. Engaging and empowering student voice in the development and implementation of whole school and classroom expectations



4. Explicitly teaching, reinforcing and acknowledging expected behaviours
5. Monitoring attendance, wellbeing and the academic progress of students with the view to recognising and supporting students at risk
6. Offering a learning program that challenges all students. Planning teaching programs that are targeted to each student's point of need
7. Developing Personalised Learning Plans (PLP) in consultation with the Learning Enhancement Department where appropriate for individual students

Enabling Structures Level 2

In addition, the College recognises some students may require additional support to meet expected learning and relational behaviours. The teacher responds to unexpected low-intensity behaviours that interrupt the learning environment by drawing on a range of strategies that may include:

1. Identifying unexpected behaviours through observation and record keeping
2. Establishing a comprehensive understanding of the student's background and needs through discussion with the student, Home Room teacher and Team Leader
3. Reviewing with the student an agreed understanding of expectations and then explicitly teaching, reinforcing and acknowledging the agreed expected behaviour (documenting if necessary)
4. Affirming expected behaviours from her peers as a model of what is required
5. Scaffolding the student's learning program as required
6. Increased attentiveness to the student and affirming her positive behaviours
7. Ensuring student is working with a supportive group of peers
8. Using the space within the classroom to create a less disruptive situation
9. Documentation of incidents on the Pastoral Care Module relating to the management of student behaviour to inform the Homeroom Teacher and Team Leader
10. Parent consultation via phone or interview
11. Use of Behaviour Reflection Template (Appendix 1) with the student to reflect on improved behaviour
12. Revision of the Personalised Learning Plan where appropriate (PLP)

Enabling Structures Level 3

When concerns arise about a student's on-going behaviour, or when a student is displaying repeated patterns of problem behaviour that are not addressed by the above measures, then Genazzano FCJ College will implement a targeted response to identify and address the presenting issues.

The College adopts a staged team response to a significant incident or ongoing challenging behaviour. In consultation with the Heads of School/Team Leader, a Case Management Team will be established to support teachers and the student. The team may include: Deputy Principal, Heads of School, Psychologist, Team Leader, Learning Enhancement Staff, Homeroom and classroom teacher. They will work to develop a positive behaviour management plan.

This may involve the following support strategies:



1. Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
2. Student and family to attend family meeting with Case Management Leader to review commitment to College expectations
3. Referral to Catholic Education Melbourne or external Health or Allied Health providers where required

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. The College recognises that it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community. These measures should only be used as a last resort and for a limited period of time. All staff should seek the support of the School Psychologist or Schools Nurse if restrictive measures are to be taken. Once the student is in a safe place the staff member should inform a member of the College Executive and the HOSS/HOJS should inform the parents. See the Guidelines for the use of Restraint for further detail and clarification.

Genazzano FCJ College abides by all relevant legislations and, as such, corporal punishment is prohibited. Disciplinary measures will be implemented in accordance with the Catholic Education Commission of Victoria's Positive Support Guidelines and *may* include:

- Restorative conversations
- Consequences negotiated with relevant staff and/or families
- Demerits, detention or community service
- Withdrawal from timetabled class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class
- Where a student is unable to calm down and is in a heightened state of anxiety or is a danger to self or others, the parents will be asked to take the student home for the remainder of the school day
- Ongoing Case Management meetings with families
- Suspension (in-school and out of school)
- Negotiated transfer or expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where this is the only appropriate course of action in response to the student's behaviour, which may put the health, safety and well-being of other students, staff or themselves at significant risk. This is distinct from strategies the College uses to support students with mental health needs.

If other strategies are unsuccessful in modifying student behaviour, the College will follow the Catholic Education Melbourne Policies and the Victorian Department of Education and Training (DET) regulations regarding suspension and expulsion. See Appendix Two.

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the College under any circumstances.



Related Policies

- Digital Technology Policy
- Assessment and Reporting Policy
- Bullying and Harassment Protocols

Policy Review

This policy will be reviewed every year, to take account of any changed expectations or practices.

Ratified by College Council August 2019

The next review date is July 2020