

IGNATIUS LEARNING CENTRE BEHAVIOUR ENCOURAGEMENT POLICY

1. PRINCIPLES

The principles that underpin this policy are:

- effective wellbeing and behavioural support are integral to all aspects of school life and require a whole school restorative approach, emphasising positive behaviours in engaging learning and teaching environments
- behavioural support enables students to establish and maintain a range of positive social relationships, manage interpersonal difficulties and refrain from harming others or self, and interact collaboratively and constructively within the school and wider community
- a holistic approach to education with a case-management model of behavioural support compliments the successful re-integration of previously disengaged students back into school so that they may enjoy their right to education
- an understanding and comprehensive approach to engage with students in their learning at all times
- engagement is an on-going, dynamic and transformative process
- procedural fairness and transparency must be provided in all behaviour management processes
- inappropriate student behaviour must be managed with a whole school approach that is trauma informed, culturally responsive, therapeutic, restorative and professional manner that ensures that the student remains engaged and connected with school activities, rather than an approach that disengages the student
- inclusion is always the priority however, suspension and expulsion will only occur in very limited circumstances based on safety considerations, and in accordance with established procedures
- restrictive interventions to protect the safety of a student and members of the school community must be used in strict accordance with guidelines
- professional learning opportunities should be provided for staff to share strategies, successes and difficulties and to support each other and debrief when necessary
- the rights and responsibilities of students, staff, volunteers and parents/carers/guardians will be respected and upheld

2. PROCEDURE

2.1 School commitments

All young people have a right to education and the ILC teaching staff will not:

- under any circumstances, use corporal punishment
- employ punitive measures for negative student behaviour
- use suspension or expulsion measures as a means of modifying student behaviour.

The ILC will constantly evaluate and improve its approach to behavioural support, drawing from the following resources:

- Australian Student Wellbeing Framework and other resources at the [Student Wellbeing Hub](#)
- CECV Guidelines on [Safe and Sound Practice Guidelines](#), including the resources in Appendix 1 of the Guidelines
- CECV [eXcel: Wellbeing for learning in Catholic School communities](#)
- MACS Policy 2.26 [Pastoral Care of Students](#)
- MACS Policy 2.13 [Managing Drug Issues in Catholic Schools](#)

2.2 Engagement procedures

The students at the ILC will have experienced significant periods of disengagement from education and may be extremely complex in terms of their learning and wrap-around support needs.

Therefore, staff will take a proactive role in the engagement process by following a sophisticated pattern of engagement that involves the following steps:

1. the maintenance of a value position that displays empathy, unconditional positive regard, honesty, genuineness, sincerity and congruence
2. the maintenance of a shared and consistent approach that is trustworthy in view of creating a secure attachment
3. take a student-centred approach
4. elicit change talk from students
5. provide honest feedback and
6. support positive progress toward student identified goals

The ILC's approach will be informed by the CECV engagement procedures, including:

- create a welcoming, positive and engaging school culture
- promoting school attendance
- promoting positive behaviours.

The ILC teaching staff will record, on a daily basis, accurate case notes about student connectedness and sense of safety and wellbeing to inform the ILC's approach to behaviour support and encourage the management of inappropriate behaviours.

2.3 Wellbeing

ILC teaching staff will model positive behaviours and encourage students to learn such behaviours.

The ILC will follow the CECV and MACS guidelines regarding wellbeing and positive behaviours, including:

- CECV [eXcel: Wellbeing for learning in Catholic School communities](#)
- CECV [Positive Behaviour Guidelines](#)
- MACS Policy 2.26 [Pastoral Care of Students](#)
- MACS Policy 2.13 [Managing Drug Issues in Catholic Schools](#)

2.4 School expectations

ILC students are expected to:

- maintain a safe and respectful learning environment for themselves and others
- allow other students to learn free from disruptions
- participate to the best of their ability in a collaboratively designed Individualised Learning Plan with student agency, and family and School support.
- Attend consistently and increase attendance as agreed in their Individualised Learning Plan
- show pride in the school and its physical environment.

ILC teaching staff are expected to:

- follow the School Expectations Process when dealing with negative student behaviour
- regularly explain school expectations to students during group time
- use an Individual Behavioural Encouragement Plan for all students.

The ILC Principal will ensure:

- all ILC teaching staff and students are provided with training in behavioural support and school expectations at induction (for staff), and during the intake process (for students)
- at the beginning of each school year, school expectations are provided to ILC teaching staff and students.

2.5 Establishing and implementing school expectations

ILC teaching staff will:

- maintain positive relationships with all students
- explain, discuss and explore school expectations during the intake process
- regularly use group time to establish school expectations
- use individual time with students to discuss and establish school expectations
- reiterate school expectations with students before any school activity outside of the classroom setting
- make agreements with students about how they will be approached when they cannot meet school expectations.

2.6 School Expectations Process

When a student cannot meet school expectations, ILC teaching staff will:

1. Prior to managing behaviours, read and upskill self on all students' Behaviour Encouragement Plans that were established at enrolment.
2. Calmly remind the student(s) of school expectations, being mindful not to shame them in front of others, in order to keep the student in class (drawing on range of techniques such as the High Impact Engagement Strategies (HIES))
3. If the behaviour continues then calmly ask the student(s) to come outside the classroom and discuss why they are unable to meet the school expectations (using HIES to negotiate individual discussion and/or other strategy). Listen to what they have to say. Remind the student of their agreement regarding school expectations. At this point make an agreement with the student about school expectations for the rest of class. If the student can agree then return to class.
4. If the student can't agree or if the behaviour continues once back in the class then explain to the student that they cannot return to the class until they can meet the school expectations. Remind the student that they are welcome and wanted in the class whilst being firm about the school expectations.
5. At this point the student will be asked to speak with the ILC Principal.
6. Students who cannot return to class immediately will be offered individual classes and personal support. A student's allocated teacher or the ILC Principal will revise their Behaviour Encouragement Plan.
7. Behaviour Encouragement Plans will be regularly reviewed by the student, parents/ carers/ guardians and ILC teaching staff.

2.7 Important to note:

- Stay calm
- Do not shame students in front of the group
- Continually remind the student that they are still a valued member of the school

- Ask for assistance from other staff if behaviour is difficult to manage or if a student requires more time
- Be firm about school's values and expectations
- Make regular time to discuss expectations in group time.

2.8 Escalation

When a student's behaviour falls below the school expectations, or is otherwise negative behaviour, and the School Expectations Process has not led to an improvement in the student's behaviour, then intensive support may be undertaken.

The intensive support will occur in stages, in line with the following principles:

- staff with whom the student has the most positive relationship should be involved
- intensive support should occur in combination with other engagement and support strategies, including returning to the student's Behaviour Encouragement Plan
- the ILC teaching staff will work closely with a student's parent/carer/guardian and any workers to manage the student's needs in relation to self-regulation and any behavioural issues
- procedural fairness will be afforded, in particular, the student and their parent/carer/guardian will be given the opportunity to give explanations for the behaviour at various steps in the process and if any other person has input in the process, will be told about that input and given an opportunity to respond.

The intensive support process may include the following stages:

- using circle time or other restorative approach to explore and address the behaviour
- a warning including the potential outcome of continued negative behaviour will be explained to the student
- the student will continue to be sent to the ILC Principal or another appropriate and supervised learning space with work to be completed
- the student will regularly meet with the ILC Principal
- parents/carers/guardians will be informed and requested to attend a meeting together with the student, and the ILC Principal, to try and resolve the problems
- taking into account input from the student, teachers and parent/carer/guardian, the ILC Principal imposes an outcome appropriate in the circumstances.

2.9 Behaviour incident

If a person's safety is clearly threatened, then it becomes a critical incident and the ILC Critical Incident Policy and Emergency Management Plan must be strictly followed. The Critical Incident Policy allows for legitimate use of physical restraint and restrictive interventions only where:

- it is a last resort, i.e. all non-physical interventions have been exhausted or are impossible in the circumstances
- the student is attacking another student or an adult
- the student is posing an immediate danger to themselves or others.

The decision about whether to use physical restraint or withdrawal rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and their obligations under the *Charter of Human Rights and Responsibilities Act 2006* (Vic). Staff should be aware that to restrain ILC students will often escalate aggression and place more people in imminent danger. In making a decision that any form of restraint or withdrawal is required, staff should be aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member. Staff should be aware that aggressive and unsafe behaviour that threatens the safety of students and staff is best handled by emergency services, and that steps taken by staff are temporary measures for the purpose of containing the situation until emergency services (typically Victorian Police or Ambulance Victoria) arrive.

'Seclusion' is defined to mean the solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. This includes where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked. Seclusion does not include a safe place, time out or chill out rooms, being conditions that are set up to support the student.

Staff members must not use 'seclusion' at ILC. If someone's safety is clearly threatened, then staff should instead withdraw the endangered persons from the space and support the affected student to become calm, following these steps:

- exit the other students from the area to ensure their safety, and demobilise all other members of the school from the area
- maintain appropriate supervision of the student
- give the student time and space to calm themselves down
- enact the student's individual behaviour management plan in line with the Behaviour Support Management Policy
- call 000 if the situation escalates.

2.10 Exclusion from ILC

Suspension involves temporarily suspending a student's attendance at school. Expulsion involves terminating a student's enrolment and exiting them from the school, where suspension is not an adequate response.

All young people have the right to an education; therefore, suspension or expulsion will only be used as a last resort, where necessary to protect the safety of other students, staff and the individual student involved. 'Last resort' means that the approaches and strategies set out in this Policy have been exhausted and exclusion is the only way to protect other students and staff from injury and harm, and to meet the duty of care owed to all students.

Suspension may be given by the Principal for up to three days (with no more than eight days in one school year), after consulting with the student and their parent/carer/guardian, any staff involved, and where practical, the student support group, where there has been:

- serious injury to staff, other students or self to enable adjustments to be made to ensure the safety of other students, staff and the individual student
- serious threats to the safety of the student, staff and other students and time is required to develop a strategy to remove or minimise the threat.

Expulsion may be given by the Principal, after consulting with the student and their parent/carer/guardian, any staff involved, where practical, the student support group, and with the approval of the Chair of the Jesuit Social Services School Board where:

- suspension has not resolved the safety risks posed by the student's continued attendance
- the student's behaviour poses a substantial, ongoing risk to other students and/or staff.

The following procedures apply to suspension and expulsion:

- the Principal will manage the entire suspension or expulsion process
- early in the process, both the student and the parent/carer/guardian will be clearly told that the behaviour may lead to suspension or expulsion
- student support groups will be advised that the process is being undertaken and their input will be sought by the Principal
- students and parents/carer/guardian will be informed of the behaviours causing concern which led to the consideration for suspension or expulsion and will be given an opportunity to

respond, and the Principal will take any response into account before making a decision on suspension or expulsion

- the Principal will hold a meeting with the parent/carer/guardian and any support persons they wish to have in attendance to discuss the behavioural issues, steps taken to date and future options, taking into account the best interests of the student involved, but also give consideration to the safety of other students, staff and the school as a whole
- the Principal will keep records of meetings and record breaches of expectations and measures taken in individual student files
- the Principal will ensure any decision on suspension is notified to the student and their parent/carer/guardian in writing, including:
 - the reason(s) for the suspension
 - the duration and dates of the suspension
 - the parent/carer/guardian responsibility for the care and safety of the student during the time of the suspension
 - offer of support in dealing with the issues involved
 - details relating to a re-entry meeting to discuss a Return to School plan for the student
- the Principal will ensure any decision on expulsion is notified to the student and their parent/carer/guardian in writing, including:
 - the reason(s) for the expulsion
 - the commencement date of the expulsion
 - the matters taken into account when making the decision to expel the student
 - confirmation of approval by the Chair of the Jesuit Social Services School Board
 - offer of support in dealing with transition to a new school or education provider
 - details of the review and or appeal processes available
- In the case of an expulsion, the Principal will notify the Jesuit Social Services School Board and confirm that the proper process has been followed.

The Principal will maintain a register of suspensions and expulsions which records the following:

- student details
- parent/guardian details
- for suspension: dates and duration; details of previous suspensions; notice of decision in writing
- for expulsion: notice of decision in writing; date of effect; when Board notified
- Principal name and signature
- date of entry into register.

The suspension or expulsion of a student will be recorded in the register of suspensions and expulsions and in that student's individual file.

Confidentiality must be maintained at all times and access to the register of suspensions and expulsions will be restricted to authorised users.

If a review of appeal is sought, the Principal will follow the 'Process for Review of an Expulsion Decision' set out in MACS Policy 2.26 Pastoral Care of Students – Procedures for Student Behaviour Management.

2.11 Communication

The ILC teaching staff will keep parents/carers/guardians informed where a student is falling below the expected standards of behaviour, including any possible consequences, by email or telephone calls, and face to face meetings, as required and as per the preferred method of communication identified by the parent/carer/guardian at the time of enrolment.

The ILC's approach to behaviour support and behaviour management, including procedures for suspensions and expulsions, will be communicated to the ILC community (students and their parents/carers/guardians) at the time of enrolment and will be made available to them in hard and soft copies.

3. Expected Outcomes

The expected outcomes of this policy include:

- all members of the ILC community are aware of the ILC's values and approach to behavioural support and behaviour management
- ILC teaching staff have clear understandings of positive behaviour support and engagement practices and students are offered the tools and skills to develop positive and self-regulating behaviours
- the ILC is a school environment that features positive behaviour, mutual respect and cooperation and the ILC has a culture of safety and respect for all students and staff
- students develop skills to self-initiate restorative approaches and understand the benefits of such an approach for themselves and the broader school community
- there are clear procedures for the establishment of behavioural expectations inside and outside the classroom and with each student
- policies and procedures regarding behaviour support and management are communicated effectively to the ILC community
- all staff are aware that corporal punishment is not permitted at the ILC.

END OF DOCUMENT

Document Status	DRAFT	FOR APPROVAL	APPROVED
Document Number:	12.4.2		
Version:	3		
Policy owner:	ILC Principal		
Policy category:	Care, Safety and Welfare of Students		
Level of approval:	Board via Education Committee		
Policy Approved by:	Board		
Date Approved:	August 2022		
Effective date:	August 2020		
Review Frequency:	Three Years or following a specific significant event		
Review Date:	August 2025		
Purpose:	To ensure there is a clear process for the school to manage inappropriate behaviours that may impact on personal or school community safety and wellbeing.		
Relevant legislation and/or standards:	Charter of Human Rights and Responsibilities Act 2006 (Vic) Disability Discrimination Act 1992 (Cth) Education and Training Reform Act 2006 (Vic) Equal Opportunity Act 2010 (Vic)		
Risk Awareness:	Programs and Services, Human Resources		
Related Documents:	<p>Internal</p> <ul style="list-style-type: none"> • Anti-bullying and Harassment Policy • Critical Incident Policy • Emergency Management Plan • ICT Policy • Child Safety Policy • Duty of Care Policy <p>External</p> <ul style="list-style-type: none"> • CECV Catholic Schools Operational Guide • CECV eXcel: Wellbeing for learning in Catholic School communities • CECV Guidelines on Safe and Sound Practice Guidelines • CECV Positive Behaviour Guidelines • MACS Policy 2.26 Pastoral Care of Students • MACS Policy 2.13 Managing Drug Issues in Catholic Schools • Office of the Victorian Child Safety Commissioner, Calmer Classrooms: A guide to working with traumatised children 		
Scope:	ILC staff		
Definitions:	CECV	Catholic Education Commission of Victoria	
	DET	Department of Education and Training	
	HIES	High Impact Engagement Strategies	
	ILC	Ignatius Learning Centre	
	MACS	Melbourne Archdiocese Catholic Schools	
	Restorative Approach	A formal set of principles and processes used to address conflict through the healing and restoration of relationships.	
Policy:	Ignatius Learning Centre restores hope, offers a sense of belonging, and enables students to flourish and reach their potential. We encourage students to acknowledge and develop their inner knowledge and skills through a process of reflecting on experience, discernment, and making life-giving choices. Students have the right to be educated in a safe, secure, supportive and engaging learning environment. For this to occur, the school must support the health, wellbeing, inclusion and engagement of all students. Positive behaviour occurs and is learnt within relationships that are secure, trusting, consistent and reliable. Behavioural support should occur		

	within a respectful educational environment that embodies and communicates unconditional positive regard for its learners.
Responsibilities:	All ILC Staff