



St Francis of Assisi College

STUDENT DEVELOPMENT OF PERSONAL RESPONSIBILITY PROCEDURE

St Francis of Assisi College is a welcoming community with high expectations of our students. We seek to support students not only in the academic goals but also in their personal, social, and emotional wellbeing.

Our core business at St Francis of Assisi College is Teaching & Learning. To support teachers and students to positively engage and succeed in the academics, the College has adopted the following Behaviour Management Procedure to encourage positive behaviour and a positive learning environment.

The Procedure encourages students to develop a sense of personal responsibility and skills in collaborative discourse through a Restorative Justice approach, in most instances. At times, corrective consequences will need to be put in place to manage and respond to the displayed behaviour. These may include detentions held at lunch, after-school or Saturday mornings depending on the severity of the incident.

We treat every behaviour as a learning opportunity as students continually strive to be capable learners, thriving students and leaders for the world God desires. We facilitate time for students to regularly self-assess and review against the core values of the College – Faith, Compassion, Integrity, Acceptance, Care. As we work with students and their families through difficult situations, we are always looking to ensure we have graduates who have a strong sense of self-worth and who actively contribute to the broader community.

Minor Behavioural Issue

INSIDE CLASSROOM

Include (but not limited to):

- Incorrect uniform, personal grooming etc.*
- Late/Absenteeism*
- Out of Bounds
- Inappropriate language
- Littering

**(In most instances, will be followed up by Home Group teacher)*

Step 1: Reminder

Teacher to have a conversation with student explaining College expectations and inform Home Group teacher by recording a SEQTA notification if applicable.

Step 2: Separated Conversation

If issue is repeated/escalated or student is defiant, Home Group teacher to be informed via SEQTA notification. Home Group teacher to follow up with student.

Step 3: Restorative Conversation

If behaviour continues, Home Group teacher (with support from Leader of Wellbeing when relevant) will issue consequences and contact students' family to coordinate restorative conversation with all involved, documenting information on SEQTA.

Step 4: Restorative Conversation

If behaviour is ongoing, the Leader of Wellbeing will facilitate a Restorative Justice meeting with relevant staff, students, and the parents/guardians to ensure a positive change in

OUTSIDE CLASSROOM

Include (but not limited to):

- Inappropriate use of technology
- Disruptions to learning environment
- Not following instructions

Step 1: Re-Direction

Re-direct the behaviour and provide a reminder on positive behaviour choices.

Step 2: Reminder

Provide student with a reminder of positive behaviour choices and a reference to the next steps.

Step 3: Separated Conversation

Teacher separates student from peers and engages in a conversation centred around the behaviour. Documented on SEQTA.

Step 4: Restorative Conversation

If continuous, teacher directs students to remove themselves from the classroom and continue their work in an assigned area determined by the teacher. Home Group teacher to speak with student and coordinate a restorative conversation with those involved. Documented on SEQTA.

Step 5: Family Conversation

If behaviour is repeated within a subject/class period/day, the Leader of Wellbeing will facilitate a Restorative Justice meeting with relevant staff, students, and the parents/guardians to ensure a positive change in

Major Behavioural Issue

These include: Bullying and/or harassment, physical violence, inappropriate use of social media/technology, gross/repeated disrespect etc.

All incidents to be referred to Leader of Wellbeing with the support of the Home Group teacher. All information to be documented on SEQTA and parents notified immediately to meet with Principal, Leader of Wellbeing, and relevant staff.