



STUDENT BEHAVIOUR POLICY

Document Title	Student Behaviour Policy
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Author/s	Deputy Principal Student Wellbeing
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I have come that they may have life and have it to the full (John 10:10)

What we believe

In our Catholic school community we should focus on our ability to heal, guide and nurture.

Our key values are: Respect, Honesty, Support, Forgiveness, Trust and Justice.

We always stress positive and worthwhile achievements. Behaviour which is against our beliefs needs to be challenged. Support structures are clear and available to students, teachers and parents.

Our working atmosphere should:

- Recognise the rights of people to teach and learn;
- Enable everyone to feel successful;
- Develop personal responsibility;
- Involve students in making decisions;
- Promote a healthy physical and emotional environment;
- Foster the understanding that everyone in our Avila community has the right to a good name and to be proud to be a student of Avila College.

Avila supports restorative practices to allow students the opportunity to be heard and a voice in repairing relationships. As such Avila does not condone corporal punishment.

Student behaviour

Avila students are expected to behave at all times with courtesy, common sense and consideration for others. Smoking is NOT permitted on the school premises, nor by students in College uniform. Students found smoking should be referred to the Year Level Co-ordinator. Parent/Guardian will be notified of the offence and school based consequences may apply.

Students are not permitted to leave school premises without parental permission.

Shared Responsibility: What happens when a problem occurs?

Avila College adopts a Restorative Practice framework when dealing with matters relating to behaviour management. This philosophy is based on the principles of restorative justice which places the healing of people and relationships at its core. Avila College has endorsed restorative practices because we value good relationships, want our students to be more engaged learners and develop greater social and emotional competencies.

Restorative practice is useful in managing conflict and is the most effective way to achieve long-term

behaviour change. In a school setting, it involves:

- Viewing wrongdoing or hurt through a relational lens;
- Realising that when harm is done, it creates obligations and liabilities;
- Focusing on repairing the harm and making things right again.

If student behaviour does not align with the College values and beliefs, the following restorative process is facilitated by a staff member:

- Student is expected to engage in a dialogue about the issue;
- Student is encouraged to reflect on the behaviour/s with thoughtfulness and empathy;
- Student is supported to understand the impact of their actions;
- Student acknowledges that harm has been done;
- Student agrees to make a plan of restitution;
- Student engages with a follow up session to make sure the plan is working;
- If the plan is not working and the problem still exists, the matter is referred to a member of Leadership who will decide on further action such as:
 - Student placed on Avila ReConnect
 - Meeting with parents/guardians
 - Temporary withdrawal from the school program
 - Discussion regarding the most suitable placement for the particular student (e.g. a working situation, undertaking a course elsewhere, attending another school).

The College reserves the right to change these steps depending on the severity of the behaviour and the availability of staff.

It is through the challenging of mindsets where true culture change begins. We seek the support of parents with this process and aim to work in partnership so that together we can achieve the best possible outcomes for our Avila girls.

VERSION HISTORY

Version	Date Issued	(Minor, Major Change)
June 2019	June 2019	Minor
January 2020	January 2020	Minor (format)

Document approved by Principal and ratified by the Executive Team	
Next Review Date	June 2020
Person/s Responsible	Deputy Principal Student Wellbeing Principal
Related Documents	
References	