

St Joseph's College Pastoral Framework

WELLBEING				BEHAVIOUR		
Key People	Management Strategies	Possible Concerns	Support Status	Possible Behaviours	Management Strategies	Key People
<ul style="list-style-type: none"> *Support of the whole school and wider community *Tutor Group *Teacher *Student *Parent 	<ul style="list-style-type: none"> *Positive communication strategies *Clear statements of support structures, pathways and people to students. *Student is accessing and utilising support independently *Eligible for full participation in all school activities 	<p>Student is independently managing the learning and social environment of self and others in the SJL community.</p> <p>Majority of students would be in this status</p>	<p>Mastering Independence</p>	<p>Student Behavior and attitude is self-regulated and supportive of learning and social environments of self and others in the SJL community.</p> <p>Majority of students would be in this status</p>	<ul style="list-style-type: none"> * Positive communication strategies. * Clear statements of SJL standards and expectations. * Restorative questions and statements and/or meeting. * Positive Behavior reinforced via the SJL awards process. * Eligible for full participation in school activities. 	<ul style="list-style-type: none"> *Support of whole school and wider community *Student *Parent *Tutor Group teacher
<ul style="list-style-type: none"> *Student *Parents / Guardian *Class Teachers *TG Teacher *Student Coordinator *Studies Coordinator *SJL Learning Support team *School Counsellor *Careers Coordinator *Pastoral Care Worker *Indigenous Support Teacher 	<p>The Management Strategies identified in Meeting Expectations are applicable in this status</p> <ul style="list-style-type: none"> *Conversation with parents/carer about concerns. *Student to meet with school counsellor *Tutor Group Teacher daily monitoring *Possible use of a mentor other than Tutor Group Teacher *Assessment of suitability for involvement in school activities by Student Coordinator and Tutor Group Teacher 	<ul style="list-style-type: none"> *A pattern of Student Coordinator notifications about low- level wellbeing concerns from staff, parents or other students *A particular well-being issue is becoming noticeable (eg. appearance, demeanour, anger, mental health) 	<p>Mild Support</p>	<ul style="list-style-type: none"> *A pattern of Parent Notifications re negative behaviours *Before School Detentions infrequent and completed in a reasonable time *A particular behaviour pattern or attitude is becoming noticeable *Internal suspension used as a consequence where deemed necessary 	<p>The Management Strategies identified in Meeting Expectations are applicable in this status</p> <ul style="list-style-type: none"> * Teacher Class Management * Parent Notification * Before School Detention * Internal Suspension * Behaviour Booklet where appropriate – onus on student * Participation in representative sport, extra curricula activities and other school activities may be conditional 	<ul style="list-style-type: none"> *Student *Parents / Guardian *Class Teachers *TG Teacher *Student Coordinator *Studies Coordinator *SJL Learning Support team *School Counsellor *Careers Coordinator *Pastoral Worker *Indigenous Support Teacher
<p>Key People identified in Mild are involved</p> <ul style="list-style-type: none"> *Assistant Principal *Student Support Unit / CSO *Relevant external agency e.g Headspace, *Psychiatrist *Psychologist 	<p>The Management Strategies identified in Meeting Expectations and Mild are applicable in this status</p> <ul style="list-style-type: none"> *Meeting with student, parent/carer, Year Coordinator and Assistant Principal to develop a Student Wellbeing Plan. *External advice and recommendations (eg. counselling, medical advice) sought. *Risk Assessment *Assessment of suitability for involvement in school activities by Assistant Principal and Student Coordinator. 	<ul style="list-style-type: none"> *A particular well-being concern is prevalent, interfering with the learning of the student and/or others. *Repeated issues around unexplained absences (truanting / school refusal) from school puts a student in this status. 	<p>Moderate Support</p>	<ul style="list-style-type: none"> *Before School Detentions are frequent *A particular behaviour pattern or attitude is prevalent and may be disrupting the learning of others *Internal suspension used as a consequence where deemed necessary. *Short External suspension automatically puts a student in this status 	<p>The Management Strategies identified in Meeting Expectations and Mild are applicable in this status</p> <ul style="list-style-type: none"> *Restorative Meeting/Mediation *Student Behaviour Support Plan *Internal suspension/Short suspension Risk assessment *Not eligible for participation in representative sport, extra curricula activities and other school. *Not eligible for involvement or nomination in any student leadership position. *Participation in curriculum related excursions / incursions / activities may be conditional 	<p>Key People identified in Mild are involved</p> <ul style="list-style-type: none"> *Assistant Principal *Student Support Unit / CSO *Relevant external agency – e.g.; Police Liaison Officer
<p>Key People identified in Mild and Moderate are involved</p> <ul style="list-style-type: none"> *Principal *Relevant External agency e.g CAMHS, Nexus 	<ul style="list-style-type: none"> *Meeting with student, parent/carer, Assistant Principal and Principal to develop a Student Wellbeing Plan *NVCI – Crisis Management *Review of ability of the school to meet student wellbeing needs. 	<ul style="list-style-type: none"> *A particular well-being concern is prevalent, preventing learning for the student and/or others. *A critical incident has occurred. 	<p>Major Support</p>	<ul style="list-style-type: none"> *Inappropriate behaviour and/or attitude which is prevalent continues *Repeated Short suspension automatically or *Long external suspension automatically puts student in this status 	<p>The Management Strategies identified in Meeting Expectations, Mild and Moderate are applicable in this behaviour status</p> <ul style="list-style-type: none"> *NVCI – Crisis Management *External Suspension (Short / Long) *Review of enrolment 	<p>Key People identified in Mild and Moderate are involved</p> <ul style="list-style-type: none"> *Principal