



ST JOSEPH'S NUDGEES COLLEGE BOARDING

Behaviour Support

nudgee.com | [#nudgeespirit](https://twitter.com/nudgeespirit)







Behaviour Support

This document aims to provide boarders, caregivers and staff with clarity on our approach to Behaviour Support.

Mission Statement

“Nudgee College Boarding provides a home away from home that seeks to form young men to be Signs of Faith to all.”

All of our practices - proactive, corrective and restorative - are in alignment with the mission statement above. Additionally, our community is guided by four key values: Faith, Family, Courage and Trust. All community members are expected to demonstrate these values.

Nudgee Boarding aims to provide boys with firm but fair boundaries. Documents like this, along with regular reminders for the boys, aim to ensure that boys know what constitutes appropriate and inappropriate behaviour.

Whilst this document is not a policy itself, it sits alongside many other policies, formed by St Joseph's Nudgee College and EREA. Some of these policies are:

- EREA Child Safeguarding Policy
- EREA Staff Code of Conduct
- St Joseph's Nudgee College Anti-Bullying Policy
- St Joseph's College Boarding Handbook
- Being a Signum Fidei - Guiding Principles Document
- St Joseph's Nudge College - Student Code of Conduct
- Policies pertaining to Haircuts and Grooming, Assessment, Mobile Phones, Social Media, etc.

Proactive Strategies

Staff-Student Relationships

Research is clear about the power of relationships in achieving successful educational outcomes. The Australian Education Research Organization suggest:

- Students who experience positive staff-student relationships are more likely to have positive attitudes towards school, have higher self-esteem, attain higher academic results and place higher value on their education
- Positive staff-student relationships lead to more effective intervention when behavioural problems arise.
- Students flourish with a foundation of safety and predictability (Australian Education Research Organisation 2023).

Nudgee Boarding prides itself on strong staff-student relationships that are underpinned by mutual respect, clear communication and family values. In addition, we aim to provide routine, clear boundaries and consistent application of our expectations for our boarders.

Our relational focus, coupled with our high expectations, aims to proactively prevent poor behaviour and deter students from making poor decisions.

Creating a Positive Community Living Environment

Nudgee boarders are expected to go beyond compliance, acting as contributing and positive members of the boarding community. Our expectations for positive community living are guided by our core boarding values: Faith, Family, Courage and Trust. These values, which were created by current boarders, families and staff, summarise what it means to be a member of our community.



**FAITH
FAMILY
COURAGE
TRUST**

- **Faith** - As a Catholic School in the Edmund Rice tradition, we challenge our boys to be Signum Fidei - a 'Sign of Faith' - in their words and actions.
- **Family** - No family is perfect. We see each other at our best and we see each other at our worst. Ultimately, though, we accept each other for who we are. We live together as a supportive, respectful and inclusive family.
- **Courage** - It takes a good dose of courage to be a boarder. Living away from home has its challenges, and it will test every boy in different ways. Ultimately, these challenges, and the courage required to overcome them, will promote growth and development.
- **Trust** - Boarding can only be successful if we trust each other and work collaboratively - this includes boarders, staff and families.

Positive contributions to our boarding community take many forms. At the heart of it all, we ask that staff, boarders and families work together to make boarding an enjoyable, inspiring and fulfilling experience for everyone. A truly rewarding boarding journey is built on wholehearted engagement in all aspects of school life: academic, sporting, spiritual, cultural and social justice pursuits.

Positive Community Living Examples - Boarders

- A commitment to building relationships with peers and staff
- Adhering to the purposeful routines
- Engagement in recreation activities
- Contributing to BBQs by preparation, cooking, serving or cleaning
- Eager participation in Singing Practice or Rock Around the Clock
- Volunteering to contribute to Sunday Mass
- Assisting at the Farm
- Assisting with cleaning the kitchen or common spaces
- Showing pride in one's room
- High achievement in nightly study grades
- Co-curricular involvement (sports or performing arts)
- Expressing gratitude
- Showing vulnerability
- Seeking support from boarding staff or College Counsellors
- Completing weekly mood checks

Positive Community Living Examples - Staff

- Engaging in meaningful conversation with boarders
- Active supervision of the boarding house
- Initiating and participating in activities
- Communicating with the boarders' families

- Praising positive behaviour and acknowledging achievements
- Presence at meal times
- Attendance at community events
- Support of co-curricular activities
- Encouragement of participation
- Reinforcement of boarding values and expectations
- Leading Boarding House Meetings
- Championing a culture of learning and providing productive study spaces
- Assisting with goal setting

Positive Community Living Examples - Parents

- Supporting their son/s and providing reassurance when they are struggling
- Supporting the staff by reiterating expectations
- Trusting the processes and the staff
- Attend community events (where possible)
- Communicating with staff (providing and seeking information)
- Encouraging courage and resilience
- Encourage your son to stay connected with the boarding community by thoughtfully managing how often weekend leave is approved
- Encourage co-curricular participation
- Encourage and assist with adherence to device policy
- Understanding the daily routine and managing communication around this

Boundaries and Consequences

Clear and consistent boundaries are not restrictive, but supportive. Firm and fair expectations offer boys the structure, security and guidance they need to grow in both confidence and character. Boundaries also create a sense of stability for the entire community, while appropriate consequences reinforce those expectations. In truth, boys often feel most secure when they clearly understand which behaviours are encouraged, and which are not.

Many families choose Nudgee because they appreciate our values and high standards. The consistent articulation of boundaries, and the fair, reasonable and measured consequences that follow when they're crossed, allow us to maintain a respectful community.

Of course, we recognise that mistakes will happen. Boys will, at times, test limits. This is part of growing up. When they do, we always strive to separate the boy from the behaviour. We challenge their choices, not their character, knowing that pastoral care and behaviour management go hand in hand.

We ask that parents partner with us in this space, supporting our efforts to maintain a boarding environment that is predictable, secure, comfortable and safe for every young man in our care.

Positive Behaviour Support

Whilst we aim for consistency in our responses to behavioural incidents, the College also incorporates elements of Positive Behaviour Support. This approach encourages us to look beyond the behaviour itself and seek to understand the underlying reasons and context behind it. Our goal is always to address the behaviour while respecting the dignity and individual needs of each student.

Positive Behaviour Support allows for staff discretion when managing behaviour, depending on the specific nature of each incident. In responding to an issue, Nudgee boarding staff take into account the circumstances that may have contributed to the behaviour and tailor their response accordingly.

These considerations may include, but are not limited to: provocation, personal or family circumstances, previous school experiences, cultural background, mental health and wellbeing, performance and conduct in the day school, the student's time in boarding, and any prior indiscretions.

At the heart of our approach is a commitment to equity, not simply equality. Rather than relying on rigid, standardised responses, we aim to meet each situation with fairness, compassion and perspective. We place trust in our staff's professionalism, judgement and consistency in applying these principles.

All responses to significant behavioural matters involve thoughtful consultation between colleagues and senior staff, ensuring decisions are well-considered and aligned with our values.

Consideration for the Community

In a boarding village of 320 students, we must consider not only the individual needs of each boy, but also the impact of their behaviour on the broader community. At times, if a student's actions begin to negatively affect the experience of others, the College is required to make decisions that prioritise the wellbeing of the wider group.

Context matters, and we are always committed to responding with appropriate understanding and grace. However, the collective needs of the community will ultimately take precedence over the needs of any one individual.

Behaviour and Potential Responses

The table opposite outlines a behaviour matrix, offering examples of behaviours and possible responses. Staff will exercise professional discretion to scale responses up or down, depending on the specific context of each situation. The behaviours and corresponding responses are indicative, not exhaustive. This matrix serves as a guide, not a fixed framework, allowing room for judgement, flexibility and individualised support.

- **Important:** Please note that the behaviours listed below are indicative, not exhaustive.

LEVEL	BEHAVIOUR EXAMPLES	RESPONSES MAY INCLUDE	STAFF RESPONSIBLE
LEVEL 1 In-house support	• Inappropriate use of technology • Late returning from leave • Not following house routines • Poor conduct in the dining room • Poor conduct in study • Continually late to study • Poor conduct in house • Poor conduct in shower area • Poor conduct within College grounds • Inappropriate language • Inappropriate attention-seeking behaviour • Evidence of unkind behaviour • Missing Mass • Not meeting grooming expectations • Repeated failed room checks	• Conversation with Senior Staff • Documentation on ORAH • Community service • Kitchen duty • Gating • In-House detention • Sunday detention (90 mins) • Confiscation of devices • Early bedtime • Other suitable response • Peer mentoring	• Boarding Supervisors • Assistant Heads of Boarding House • Heads of Boarding House
LEVEL 2 Intervention from Head of House/ Director of Boarding	• Repeated Level 1 infringements • Deceptive use of devices • Inappropriate use of social media • Viewing or producing inappropriate content • Discourteous or disrespectful behaviour towards a staff member • Inappropriate movement after hours • Leaving campus without appropriate leave • Scaled up Level 1 behaviours based on severity	• Confiscation of devices • Conversation with the Head of House • Engagement with parent/guardians • Weekend detention (90 mins or 3-hour) • Removal from Dining Room • Leave cancelled • Gating • Behavioural goal setting/monitoring • Restorative Practices • Engagement of counselling services • Peer mentoring • Documentation on ORAH	• Assistant Heads of Boarding House • Heads of Boarding House • Director of Boarding
LEVEL 3 Intervention from Director and/or Dean of Boarding	• Repeated Level 2 infringements • Continued breaches of expectations • Physical altercations • Possession of prohibited items • Behaviour that brings the College into disrepute • Behaviour that negatively impacts other community members • Behaviour that erodes trust (i.e. dishonesty) • Vandalism • Harrasment • Theft • Breaches of leave policy	• Formal Interview • Contact home • Incident Report • Boarding Suspension • Leave cancellation/gating • Revoking club sport permissions • Revoking driving permissions • Introduction to counselling staff • Conditional return to boarding • Restorative practices • Documentation on ORAH	• Head of Boarding House • Director of Boarding • Dean of Boarding
LEVEL 4 Intervention from Dean of Boarding and/or Principal	• Repeated Level 3 infringements • Dangerous behaviour • Threats to the safety of self or others • Issues relating to Child Protection • Possession/use of prohibited or illegal substances • Possession of prohibited items • Behaviour that brings the College into disrepute	• Student referral to Principal and/or Dean of Boarding • Removal from boarding • Conditional Enrolment • Cessation of enrolment	• Dean of Boarding • Principal



The Role of a Head of Boarding House

Supporting Day to Day Behaviour

The Head of Boarding House plays a pivotal role in preventing poor behavioural choices and responding to unfavourable conduct. First and foremost, the Head of Boarding House's role requires them to gain an intimate understanding of the boys in their care through personal interactions and observation of behaviour. Additionally, the Head of Boarding House will carefully read shift reports that are compiled by other boarding staff to gain further understanding of behavioural trends that may appear. The Head of Boarding House will seek to acknowledge positive behaviours in the boarding house, whilst also responding to indiscretions as required. This role is primarily one of care. At times, as a part of this care, the Head of Boarding House may need to correct or challenge negative behaviour.

Head of House intervention may include a one-on-one discussion, restorative practices or appropriate consequences (e.g. community service, detention, moving of rooms, restriction of movement - "gating").

Responding to Level 1 and 2 Behaviour

A Head of House is responsible for maintaining a civil and safe environment within the boarding house. The Boarding House is a space for all boarders to enjoy and unfortunately poor behaviour by a few can have a negative impact on all who reside in the house. Therefore, a Head of Boarding House will aim to ensure that behaviour is positive and considerate of all who live in the community.

The Head of Boarding House will manage Level 1 and Level 2 behaviours 'in-house', with the assistance of other senior staff, including the Assistant Heads of House and the Director of Boarding as needed. Proactive and preventative behaviour support is preferable; however, boys will also be retrospectively accountable for poor decisions.

Responding to Level 3 and 4 Behaviour

Repeated issues with conduct or a significant behavioural incidents may be referred to the Director or Dean of Boarding. Once this has occurred, the Head of Boarding House primarily acts as a support person for the student and family. This may look different in each instance; however, the Head of Boarding House should advocate for the student where possible and leverage their existing relationship to guide the boy through the process - this is especially important when the parent cannot be present. In response to Level 3 and 4 behaviour, the Head of Boarding House is tasked with:

- Establishing and maintaining clear lines of communication with families and the student
- Monitoring the student's mental health and wellbeing with the support of the counselling team
- Compiling detailed reports
- Providing context surrounding the student's behaviour
- Supporting the family and student



The Role of the Director of Boarding

The Director of Boarding supports the Heads of Boarding House in managing complex, repeated or significant behavioural matters. Their role is to look beyond the walls of individual Houses, ensuring consistency and equity across the entire Village.

As one of the Heads of Boarding House themselves, the Director collaborates closely with their colleagues to promote fairness, uphold process, and work towards positive, lasting outcomes for students and the community. The Director will keep the Dean of Boarding informed and abreast of behavioural matters.

The Role of the Dean of Boarding

The Dean of Boarding holds ultimate responsibility for the conduct and care of boarders. Together with the Director of Boarding and the Heads of Boarding House, the Dean supports positive behavioural choices and reinforces boundaries that uphold the high expectations of the College.

The Dean remains well-informed of both major and minor behavioural matters through nightly duty reports completed by staff. In addition, the Heads of House and the Director of Boarding keep the Dean updated on incidents and outcomes as they arise and are managed.

In responding to behavioural concerns, the Dean seeks to understand the individual needs of the student and the context surrounding each incident. Decisions are made with compassion, empathy and careful consideration. However, the Dean must also weigh the needs of the wider boarding community and, when necessary, make decisions that serve the greater good.

As a member of the College Leadership Team, the Dean leads discussions around significant behavioural matters. Where a student's enrolment may be at risk, the Dean will confer with the Principal before any final decisions are made.



PLEASE REFER TO
WWW.NUDGEE.COM
FOR FURTHER INFORMATION.



ST JOSEPH'S NUDGEE COLLEGE

2199 Sandgate Rd, Boondall, QLD 4034
Telephone: 07 3865 0555 | Fax: 07 3865 0500
Email: contact@nudgee.com

nudgee.com | [#nudgeespirit](https://www.instagram.com/nudgeespirit)

A Catholic School in the Edmund Rice Tradition

ABN 69 372 249 513 | CRICOS Provider No. 00572G | Edmund Rice Education Australia Colleges Ltd t/as St Joseph's Nudgee College