



Student Behaviour Policy 2021

Purpose

The **St Mary of the Cross Catholic Primary School** Student Behaviour Policy reflects the school community's shared expectations in relation to student engagement, attendance and behaviour. This Policy sets out the clear processes to be followed in order to support students' behavioural, educational and emotional engagement.

This Policy provides an overview of how St Mary of the Cross Catholic Primary School will:

- promote positive behaviour in the school community
- seek to prevent behavioural issues
- respond to challenging student behaviour occurring at school, at a school activity away from the school grounds or while travelling to or from school or a school activity.

This Policy should be read in conjunction with all School policies and the CECV Positive Behaviour Guidelines 2018.

School Profile

St Mary of the Cross Catholic Primary School is the newest of the five schools in the Parish of Laverton and is located in the Saltwater Coast Estate at the southern end of Point Cook, in Melbourne's outer western suburbs. The school opened in 2014 in response to growing demand for places at the Parish's two existing schools in Point Cook.

We acknowledge that our school is in the business of learning and therefore we provide opportunities for all members of our community to become successful learners. Our learning focus at St Mary of the Cross is Needs Based. Targeted teaching to the individual needs of our students will ensure the best outcomes for our learners. Our flexible learning spaces within the contemporary design of the buildings maximise the possibilities for targeted needs based learning to occur. The tracking of each child with supporting data is of paramount importance to ensure that each student's needs are addressed.

St Mary of the Cross Catholic Primary School is committed to providing equitable access and opportunity for all. The School considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. We endeavour to develop students who are resilient, responsible, respectful and passionate within a safe and nurturing environment. We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners. We believe all students can learn and as members of diverse communities can make a difference to the world around us. Inclusive practices embrace and celebrate this diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

The school is a warm and welcoming environment and reflects a contemporary approach to education in the twenty first century. Foundational to our work with students, families and the school community is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the school

community. All teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Rationale

At St Mary of the Cross Catholic Primary School we strive to provide an inclusive education which values diversity and celebrates difference. Diversity is enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to provide successful participation and to intervene as early as possible when students are not actively engaged in learning. Student behaviour is linked to the quality of the learning experiences. We believe that purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

Vision

*We, at St Mary of the Cross,
are an inclusive and welcoming Catholic Community
of actively engaged learners.*

*We model Mary MacKillop's servant leadership,
to nurture compassionate and
respectful individuals
who translate their beliefs into action.*

Mission

We, the staff, parents and students of St Mary of the Cross Catholic Primary School, are a Gospel-centred learning community who live out the teachings of Jesus Christ and model Mary MacKillop's servant leadership, nurturing compassionate and respectful individuals who translate their beliefs into action.

St Mary of the Cross is a Catholic primary school in the Archdiocese of Melbourne that provides a comprehensive education within the parameters of a 21st century framework.

To bring our vision to life we:

- recognise the charism of Mary MacKillop as a model of Christ in our midst
- celebrate our Catholic faith, rituals and traditions through liturgy, prayer, reflection and meditation
- display Catholic iconography and symbols
- make connections between Jesus, scripture, gospel values and life
- provide opportunities for social justice action for students, staff and parents
- ensure that our actions reflect our values of Respect, Inclusivity and Success
- develop and implement induction processes for students, families and teachers
- provide opportunities for input, feedback and review
- provide a comprehensive curriculum that is available and accessible
- work in partnership with families recognising their rights, responsibilities and availability

- celebrate the gifts, talents and successes of our community
- create opportunities for our community to explore and share their cultural and religious traditions
- build positive and professional relationships
- provide opportunities for authentic student voice; where student voice is heard and respected
- identify learning styles, needs and passions for all of our students
- collect and interpret data to shape future learning
- establish authentic learning conversations
- establish a visible culture of professional learning that is shared with the community
- develop a culture of continuous improvement, innovation and best fit practice through empowerment of students, families and teachers.

Aims

Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our school community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe.

The St Mary of the Cross Catholic Primary School's Behaviour Management Policy reflects the school community's shared expectations in relation to student engagement and behaviour, and our commitment to Positive Behaviours for Learning (PB4L).

- This policy reflects our values of Respect, Inclusivity, Integrity and Success.
- This policy aims to provide a consistent approach to behavioural management that encourages students to develop and practise a responsible and positive attitude.
- Underpinning this policy is our shared belief that every person at the school has a right to feel safe, to be happy and to learn.

Our 'Positive Behaviour Expectations' for all students are to:

- Be Safe
- Be Respectful
- Be Responsible

Therefore our school aims to:

- promote the values of honesty, fairness and respect for others
- acknowledge the worth of all members of the community and their right to work and learn in a positive environment
- maintain good order and harmony
- affirm cooperation as well as responsible independence in learning
- foster self-discipline and to develop responsibility for one's own behaviour.

Guiding Principles

St Mary of the Cross Catholic Primary School strives to build a safe and positive school environment that is guided by Gospel values and honours the dignity of the individual, the family and the school.

The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person. All members of the school community are expected to contribute to the mission and vision of the school and to understand their rights and acknowledge their obligation to behave responsibly.

The Positive Behaviours for Learning (PB4L) is the framework that St Mary of the Cross uses to ensure everyone in our community (students, staff, families and the school community) provides a consistent approach to behaviour management that is school wide and to create a safe and supportive learning environment for all students.

As a provider of Catholic education, the school Principal will take into account the need for the school community to represent and conform with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Pupils and families who are members of other faiths are warmly welcomed at our school. However, the school reserves its right to exercise its administrative discretion in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

It is vitally important that the school is made fully aware of each child's individual circumstances insofar as these may impact upon his or her physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.

Definitions

Behaviour:

is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.

Appropriate behaviour:

is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

Inappropriate behaviour:

or unacceptable behaviour (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media.

Discriminatory conduct:

is conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

Bullying:

is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to St Mary of the Cross Catholic Primary School Bullying Prevention Policy (Anti-bullying Policy) for further details.

Challenging behaviour:

is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.

At Risk behaviour:

is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.

Criminal offences:

refers to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If St Mary of the Cross Catholic Primary School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Legislative Context

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School's obligations to ensure the care, safety and welfare of all students attending the School. In discharging its duty of care responsibilities, the School and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances. The school must also comply with legislation related to Occupational Health and Safety for staff.

This document is informed by relevant Australian and Victorian legislation including:

- *Education and Training Reform Act 2006* (Vic.)
- *Education and Training Reform Regulations 2017* (Vic.)
- *Disability Discrimination Act 1992* (Cth)
- *Disability Standards for Education 2005* (Cth)
- *Equal Opportunity Act 2010* (Vic.)
- *Occupational Health and Safety Act 2004* (Vic.).

This document should be read in combination with the CECV Positive Behaviour Guidelines 2018 and is also informed by the following resources:

- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- National Safe Schools Framework
<http://www.education.gov.au/national-safe-schools-framework-0>
- Excel: Wellbeing for Learning in Catholic School Communities
- Health Promoting Schools Framework www.ahpsa.org.au
- CECV Intervention Framework 2015
www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf
- Diocesan policy and regulations
- [CECV Safe and Sound Practice Guidelines](#)

Shared Behaviour Expectations

The School recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community.

The table below sets out the School's expectations for its students, parents and staff.

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour, understand and support the implementation of the School's behavioural expectations	Be a positive role model for all learners by displaying our school values and PB4L Behaviour Expectations promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
model the School's core values of respect, inclusivity and success.	openly communicate with the School in regard to their child's circumstances create accounts for Dojo and CareMonkey when enrolling that contain current and up to date contact details communicate with the school when their child's circumstances or needs change	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours explicitly teach PB4L whole school, community and individual lessons and reinforce them on a daily basis

<p>take responsibility for their own behaviour and the impact of their behaviour on others</p>	<p>cooperate with the School by assisting in the development and implementation of strategies to address individual needs</p>	<p>employ whole school and classroom PB4L practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p>
<p>comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to: follow all reasonable requests of staff respect the rights of others to be safe and learn respect the property of others.</p>	<p>provide complete, accurate and up to date information when completing an enrolment form and supply the School, prior to and during the course of enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders, visas or parenting agreements</p>	<p>consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances</p> <p>referring to, teaching and using language from our Behaviour Matrix when reflecting, re-teaching, giving feedback, and using pre-correctives, reminders and prompts</p> <p>recording and communicating student behaviour for minor incidents by the end of the day and immediately for major incidents. All incidents are recorded through the SWIS (School Wide Information System)</p>
	<p>comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the School.</p>	<p>plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students</p>
	<p>understand and acknowledge that unacceptable behaviour</p>	<p>recognise that for some students additional support may be</p>

	<p>by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.</p>	<p>needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion</p>
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Attendance Expectations

Ensuring that students attend school each day is a legal requirement. It is also a shared expectation of all students, parents and the wider school community, focusing on positive and pro-social behaviours together with prevention and early intervention.

The school recognises the importance of providing clear guidance on student attendance that is applicable to all members of the school community.

Full details on attendance, expectations to promote attendance, and attendance/absence procedures are set out in the school's **Attendance Policy** and associated Department of Education and Training [School attendance guidelines](#).

School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school practices, as well as targeted and individualised support when required. Effective student behaviour change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships. The School will apply a range of supports and measures to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, the School will institute a staged response, in accordance with the [CECV Positive Behaviour Guidelines 2018](#). Where applicable, an incident report will be completed and provided to the Principal or relevant staff member noting the templates provided in the CECV Positive Behaviour Guidelines

Positive reinforcement of appropriate behaviour

St Mary of the Cross Catholic Primary School will implement culturally inclusive strategies to reinforce appropriate behaviour within the PB4L framework.

- Acknowledging Positive Behaviour 4:1 ratio (verbal recognition):
 - Studies indicate a 4:1 ratio (4 confirmations, praise and approvals for every 1 criticism or disparagement)
 - When a student is seen behaving appropriately (paying attention, being on task, prepared for work, sitting quietly, being kind to others, etc) make

- a remark to the student about how happy or proud you are to see what they are doing appropriately
 - Building positive relationships between teachers and students, individual students and their peers, and teachers and parents
- Differentiation that looks at the ways to restructure learning and activities, considering the timing of activities and teaching strategies for academic success
- Understanding individual student behaviour
- PB4L and Social skills instruction
- Positive reinforcement that motivates students to use new social skills

Strategies to Support Positive Behaviours

Positive student behaviours will be developed through whole school practices that are based on our Positive Behaviours for Learning Matrix and a tiered approach to intervention that offers targeted and individualised support when required.

TIER 1: School-wide supports - Universal Prevention (All)

St Mary of the Cross Catholic Primary School implements school wide preventative and early intervention strategies and practices for all the students to support positive behaviours:

- Establishing predictable, fair and orderly learning space and school environments
- Providing physical environments that are conducive to positive behaviours and effective engagement when learning
- Ensuring student participation in the development and implementation of whole school expectations
- Implementing whole school lessons to teach all students the expected behaviours on the school Behavior Matrix
- Positive reinforcement and acknowledgment of appropriate behaviour
- Empowering students by creating opportunities to take responsibility and be involved in decision making (student voice)
- Monitoring attendance and academic progress of students with the view to identifying students at risk
- Having a school wide information system to inform behaviour expectations and policies

TIER 2: Targeted supports - Targeted Prevention (Some)

In addition to Tier 1 supports, some students may require targeted support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, including:

- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and learning area environments
- Parent consultation (phone or meeting) to gain a deeper understanding of the students background and needs

- Scaffolding the student's learning program and the explicit teaching of appropriate social skills
- Documenting incidents through the SWIS database relating to the management of student behaviours
- Developing a Personalised Learning Plan (PLP) in consultation with the Intervention Team
- Implementing support strategies (eg. circle time, social groups, sensory spaces)
- A targeted intervention approach which provides additional support for students to meet their social, emotional and/or academic goals. these could include the design and implementation of support strategies that assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- case conference with specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

TIER 3: Intensive intervention - Individualised Prevention (Few)

In addition to Tier 1 and 2 supports some students may require intensive targeted interventions to meet behavioral expectations. These students present with complex and ongoing challenges. These students will be supported through a staged response:

- A highly individualised plan specific to the needs and strengths of the student
- Regular and consistent communication with parents/carers
- Parent Support Group (PSG) meetings
- Regular and targeted teaching of social skills
- Academic interventions and support
- Individualised positive acknowledgement system
- Individualised support strategies (ie. zone of regulation, social stories, calm time)
- Individual Safety Plan
- Consultation with external Allied Health providers (ie. psychologist, counsellor, speech pathologist, pediatrician, occupational therapist) in conjunction with parents/carers.

Key Components at Every Tier

Each tier has its own set of systems and practices but some key components appear across every level. Each of these features needs to be present in order for the 'Multi-Tiered System of Support (MTSS)' to be implemented with fidelity.

1. Practices are based on evidence to be effective in a similar context with similar populations.

2. Practices are organised along a tiered continuum, beginning with strong universal supports followed by intensified interventions matched to student needs.
3. Data is collected and used to screen, monitor, and assess student progress.
4. Resources are allocated to ensure systems and practices are implemented with fidelity over time.

Positive Behaviours for learning Matrix

I will be	Always	All Indoor Areas	All Outdoor Areas	Digital
Safe	<p>I am responsible for myself and my behaviour</p> <p>We use kind words and actions</p> <p>We listen to and follow instructions given by staff members</p> <p>We take care of the school's resources and environment</p>	<p>We will stay safe by:</p> <p>Moving around indoor spaces calmly</p> <p>Putting equipment and resources away</p> <p>Staying in learning spaces</p> <p>Keeping indoor spaces clean and tidy</p>	<p>We will stay safe by:</p> <p>Lining up calmly and on time</p> <p>Playing in approved areas</p> <p>Using equipment safely</p> <p>Telling an adult if we see or think someone is unsafe</p>	<p>We will stay safe by:</p> <p>Following the school's IT agreement</p> <p>Tell an adult if we see or think something is unsafe</p> <p>Keeping passwords safe</p> <p>Keeping personal information private</p>
Respectful	<p>We keep our hands, feet and objects to ourselves</p> <p>We focus on our learning</p>	<p>We show respect by:</p> <p>Keeping our voice and noise levels in check</p> <p>Listening to the speaker</p> <p>Communicating respectfully</p> <p>Waiting calmly</p>	<p>We show respect by:</p> <p>Sharing our play spaces</p> <p>Following game rules</p> <p>Solving problems calmly</p>	<p>We show respect by:</p> <p>Only posting appropriate items online</p> <p>Asking permission to take or post photos of others</p> <p>Communicating respectfully</p>

				online
Responsible		We are responsible for: Focussing on our learning Working cooperatively with others Being on time	We are responsible for: Getting to line on time Solving problems calmly Keeping our play areas clean and tidy Telling an adult if we see or think something is unsafe	We are responsible for: Only accessing approved sites and apps Using IT as a learning tool Telling an adult if I see or think something is unsafe

Support Guidelines for Complex Behaviours

Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at St Mary of the Cross Catholic Primary School will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan. Data systems provide school personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

- o value the student and support positive interaction
- o have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- o focus on building skills and developing alternative preferred behaviours
- o consider the motivation for or functions of behaviours
- o use the student's strengths and interests to increase success.

St Mary of the Cross Catholic Primary School will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended school refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.

St Mary of the Cross Catholic Primary School will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:

- ongoing implementation of Tier 1 and Tier 2 strategies
- use of data to inform and monitor the implementation of evidence-based interventions
- regular Program Support Group meetings to review PLP, BSP, safety plans and/or Attendance

Maximisation Plans

- consultations with mutually agreed specialised support services
- implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

Consequences for student misbehaviour

St Mary of the Cross Catholic Primary School provides a range of supports and measures to address inappropriate student behaviour. To be fair and consistent in our approach to dealing with inappropriate behaviours the school classifies behaviour as MINOR or MAJOR. Where a student acts in breach of the behaviour expectations of our school we will institute a staged response as outlined in our Behavioural Management Flow Chart and in accordance with the CECV Positive Support Guidelines 2018. All inappropriate student behaviour is recorded via referrals and analysed to monitor whole school, year level and individual patterns for appropriate teaching to occur.

Minor Behaviours:

Please note: Throughout each intervention a conference takes place between teacher and student at an appropriate time, to enable the opportunity to reteach positive behaviours.

STEP 1: Learning Space and Playground

A corrective verbal reminder is given to the student referring to the behavioural expectations from the matrix. Students are retaught the expected behaviour

Compliance: Move to Step 2

Non Compliance: Continue to Step 3

STEP 2: Give positive acknowledgement and return to learning/play

STEP 3: **In the Learning space**

Removal from the activity (1 minute per age of student), work at a quiet table, complete unfinished work at break time, restorative conversation before the student returns to the learning space. SWIS form is completed.

Playground

Sit out of play, walk with the teacher, restorative chat with peers and others.
SWIS form completed. SeeSaw message to parents if appropriate.

Major Behaviours:

Please note: Throughout each step a conference takes place between teacher, student and/or leader at an appropriate time. The behaviours displayed are reviewed with the student and reteaching of expected behaviours are conducted.

In normal situations, a supervising teacher would be responsible for determining whether an incident is considered 'major' or 'extreme' depending on the circumstances. Consultation with a Deputy Principal or Wellbeing Leader may be appropriate.

A major incident will be dealt with by the supervising teacher using Steps 1 & 2 below.

An extreme incident will be referred to the appropriate Deputy Principal and the Wellbeing Leader and Steps 3 and 4 will be implemented.

- Step 1 Staff member ensures the safety of all students within the area and calls for assistance and support if needed.
- Step 2 Teacher and/or Leader reviews the incident, determines the action or consequence to be taken, contacts the parent/carer and a restorative conversation takes place with all involved.
- A SWIS form is completed and lodged
- Step 3 Review and assess circumstances surrounding the incident, review previous relevant data, contact parents/carers, develop a behaviour intervention strategy, establish a Behavioural Support Group program.

Re-Entry Meetings

If a student exhibits extreme behaviour (violence, physical aggression, etc) towards another member of the school community, the student will be exited from the learning environment. This is to ensure the safety and rights of all community members. In circumstances where the student is unable to calm, remains in a heightened state of anxiety or is a danger to self or others, the parents will be asked to take the student home for the remainder of the school day.

The student will be required to complete learning tasks in an alternative place until a re-entry meeting with the parent/carer and homeroom teacher has taken place

The Re-entry Meeting process:

1. The Deputy Principal and the Wellbeing Leader will arrange the re-entry meeting.
2. Re-entry meetings will include the homegroup teacher, Deputy Principal, Wellbeing Leader, the student and the parent/carer.
3. Agreed expectations of behaviour and self-regulation strategies are developed with the parent/carer and implemented
4. The re-entry meeting will be documented using PB4L Re-entry consultation meeting template.

Suspension

A student may be excluded from school in situations where all other measures have been implemented without success.

An immediate suspension (either internal or external) is considered the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk or where actions require reporting to police or appropriate agencies.

If other strategies are unsuccessful in modifying student behaviour, the School will follow the Melbourne Archdiocese Pastoral Care Policies and the Victorian Department of Education and Training (DET) guidelines regarding suspension, negotiated transfer and expulsion.

Corporal punishment

The use of corporal punishment is expressly prohibited at St Mary of the Cross Catholic Primary School and under the *Education and Training Reform Act 2006* (Vic).

Consultation

As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs
- whether the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals
- whether additional specialised assistance is required
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

Restraint and Seclusion

St Mary of the Cross Catholic Primary School will undertake actions to prevent the need for the use of restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018.

In alignment with the CECV Positive Behaviour Guidelines 2018:

Physical restraint is defined as the use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include 'protective physical interventions', which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

Seclusion is the solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes they cannot leave that room or area even if they may physically be able to (e.g. the door is not locked). In extreme circumstances, e.g. in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g. wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm. Seclusion does not include the use of a safe place, time out or chill out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

If a student is placed in a separate room as a means of seclusion, staff will maintain appropriate supervision of the student.

Whilst St Mary of the Cross Catholic Primary School acknowledges that that prevention is the best strategy, there are limited circumstances in which restraint or seclusion may be deemed appropriate. In making a decision to implement any form of restraint or seclusion, St Mary of the Cross Catholic Primary School staff are aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member themselves. Such decisions are usually required to be made in times when high stress is being experienced by the student. Actions that may be considered reasonable will be made by staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

The use of restraint or seclusion does not form part of any of St Mary of the Cross Catholic Primary School's Behaviour Support Plans or Student Safety Plan.

Restraint and seclusion will only be used in limited emergency situations, as outlined below.

1. The student's behaviour poses an imminent threat of physical harm or danger.
2. The action is reasonable in all the circumstances.
3. There are no less restrictive means of responding in the circumstances.

In the event that restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. St Mary of the Cross Catholic Primary School's staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents will be contacted. A post incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, St Mary of the Cross Catholic Primary School will adhere to an Occupational Health & Safety Program through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur. A similar risk based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences. St Mary of the Cross Catholic Primary School will refer to CECV publications and may engage the services of the Catholic Education Office for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff and broader community.

It is important that all staff consistently enforce school rules and safety policies, and actively engage in ensuring the physical and emotional wellbeing of students.

References:

- CECV Positive Behaviour Guidelines 2018 – Templates
- Behaviour Support Template
- Student Safety Plan Template (A&B)
- Record of Restraint and Seclusion
- Post Incident Checklist for Principals
- Risk Assessment Tool
- Diocesan policy and regulations

- CECV Safe and Sound Practice Guidelines

Reviewing the Policy

St Mary of the Cross Catholic Primary School understands that the Policy is an evolving document and that it should be adapted and updated regularly in consultation with the school community. We will ensure that the Policy and its application are regularly monitored and evaluated for effectiveness and, where required, adjustments are made. This process will also ensure that the Policy is reflective of emergency issues and takes into account new data about the school's performance. This policy will be reviewed each year in conjunction with the school's annual self-evaluation that is undertaken as part of the school's accountability framework.

Appendix 1 – General Information relating to disciplinary measures

St Mary of the Cross Catholic Primary School adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan (BSP) is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner.

Consequences for misbehaviour are also implemented which may take the form of:

- **Withdrawing privileges** – St Mary of the Cross Catholic Primary School can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. St Mary of the Cross Catholic Primary School notes that the specific privileges withdrawn may vary between students based on the individual student's support plan, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.
- **Withdrawal from class** – If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the learning space for a specified period of time. Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers will be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

- **Detention** – Detention is an appropriate response for a wide range of less serious learning space and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention teachers may instruct a student to finish school work which has not been completed in regular class time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the principal should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, St Mary of the Cross Catholic Primary School may choose to negotiate alternative disciplinary measures with the parent or carer. Examples include where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

- **Suspension, Negotiated Transfer or Expulsion.** In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are for when other measures have not produced a satisfactory response, or where there is a threat to another person and immediate action is required.

- **Suspension** occurs when a student's attendance at school has been temporarily withdrawn on the authority of the principal, for a set period of time. Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.
- **Negotiated transfer** means a documented and mutually agreed move to another school is arranged. Negotiated transfer occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the first school and requires an enrolment in another school.
- **Expulsion** – Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent(s)/carer(s)/relevant person. St Mary of the Cross Catholic Primary School's enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child, or parent may result in suspension or termination of the child's enrolment.

St Mary of the Cross Catholic Primary School will ensure that policies and processes associated with negotiated transfer, suspension and expulsion align with [Melbourne Archdiocese Catholic Schools Policy 2.26 Pastoral Care of Students](#).