Rationale

Foundational to Diocese of Ballarat Catholic Education Limited (DOBCEL) Schools and work with school communities 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. Teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Students in DOBCEL Schools present with a diversity of needs and require support in a range of ways, including behavioural support. Well-articulated school policies on behaviour expectations and management, if age-appropriate, pastorally driven and focused on ensuring a just and reasonable balance of individual and community rights, will assist in building and maintaining a positive school culture and a safe learning and work environment for students and staff.

DOBCEL is committed to fostering a positive culture and a safe and inclusive learning environment in schools. The dignity of each person is respected at all times. This implies that each person behaves in a manner characterised by mutual trust and respect so that all students are able to participate fully in an environment that enriches their spiritual, physical, intellectual, emotional and social growth and outcomes.

From time to time, students, for various reasons, engage in inappropriate behaviour. The response and educative process by others in understanding this behaviour can either hinder or assist in long-term positive behaviour of the individual. It is important, therefore, to have a whole school approach to expectations, development of knowledge, skills and capabilities, support, response and management of student behaviour that is consistent with the school's vision.

Every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be an important consideration in determining the reactions to and consequences of inappropriate behaviour.

The DOBCEL Behaviour Management policy and procedure is approved by the Board of DOBCEL and ratified by the Member, the Bishop of Ballarat. The documents provide the principles and key elements of DOBCEL's approach to managing its responsibilities and obligations for the care, safety and welfare of students in DOBCEL schools in supporting positive behaviours in schools. All DOBCEL Schools must implement the DOBCEL behaviour management policy and ensure that the procedures implemented at school level are consistent with the DOBCEL procedures.

Definitions

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.

Behaviours of concern May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation. It includes anything a person does or says which is likely to limit or deny access to regular school routines and activities. Such behaviours may be those a person does or says which causes stress, worry, risk, of or actual harm to others. It may be anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.

Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.

Behaviour support: The educational support a student receives from the schools in order to learn and maintain identified behaviour.

Behaviour Support Plan (BSP) is a working document designed to clearly outline the adjustments that will be implemented in order to maximise the student's engagement, thereby increasing learning outcomes.

Bullying
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.

Chemical restraint refers to the use of medication primarily to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition.

Criminal offences: Behaviour that may be serious enough to constitute a criminal offence. If an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

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

Dynamic Risk Assessment means to make an on-the-spot assessment of the likely outcomes of the available options before deciding which option to choose in a situation which is stressful and evolving rapidly.

Expected Behaviour: 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. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.

Mechanical restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour. It does not refer to therapeutic devices, prescribed by appropriate professionals and those approved for purposes such as vehicle safety restraints.

Pastoral Care is defined as the actions of a personal, social, physical, emotional, mental or spiritual nature taken within the educational community by its leaders and community members to promote and enhance the wellbeing of the individual. Key elements of wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviour and personal resilience.

Program Support Group (PSG) comprises the people with the best knowledge of and responsibility for a student, including parents/guardians, an advocate for the parents (optional), the student's teacher(s) or nominated staff member, senior staff and invited consultants who work together to establish goals, plan for adjustments to programs plan for ongoing education and monitor learning progress. Decision and formal communication will generally occur in PSG meetings. A PSG may also be referred to as a Student Support Group (SSG).

Reasonable action means to take action that is proportionate and necessary. What is considered reasonable may depend on individual circumstance and is a matter of professional judgement.

Restraint refers to physical restraint. Physical restraint is 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. In these instances, the student remains free to move away.

Restrictive intervention is any intervention which restricts a person's freedom of movement.

Safe place, chill out or time out rooms (safe place) Having students go to a safe place does not amount to seclusion. The purpose of such rooms or areas is to support students who require a break from stressful or demanding situations, often when their behaviour is escalating. Exit to a safe place is a planned intervention to be used as part of an overall approach to supporting students exhibiting complex behaviour. The use of a safe place should form part of a student's BSP and/or Student Safety Plan. It is used to settle and return to a state of calm, so they are more actively able to participate academically and socially. The use of a safe place can be either teacher-directed or self-directed and takes place in a setting that is not locked.

School-wide positive behaviour support (SWPBS) is a framework that brings school communities together to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. SWPBS can be implemented in any school setting to support students from Foundation through to Year 12. The framework supports schools to identify and implement successful evidence-based whole-school practices to enhance learning outcomes for children and young people.

Seclusion is the solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion involves 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 be physically able to (e.g. The door is not locked). Seclusion **does not** include safe places, time out or chill out rooms, these being conditions set up to support students.

Student
A person enrolled at a DOBCEL School.

Student behaviour support plan is a working document designed to clearly outline the adjustments that will be implemented to maximise a student's engagement, thereby increasing learning outcomes. It is developed in consultation with those who know the student well, including medical or allied health professionals.

Student Safety Plan (SSP) is designed to provide school teams with a planned response to support the management of a student's escalation cycle and created by staff who know the student well and can accurately describe the student's escalation cycle.

Time out. A procedure in which the person is separated temporarily from a rewarding environment as part of a planned and therapeutic program to modify behaviour.

Vulnerable students

The DOBCEL Board requires that the Principal of each DOBCEL School considers the special provisions that may apply where vulnerable students and families are concerned, in determining whether to instigate processes associated with suspension, negotiated transfer or expulsion.

Such students include Aboriginal and Torres Strait Islander students, students with disabilities, students in out of home care, students from culturally or linguistically diverse communities and those with mental health issues.

Negotiated Transfer involves a change of school by a student either between Catholic Schools, or to a school within another sector, or to an alternative educational setting. In the case of students who are of post compulsory school age, a wider range of options might be considered, for example a negotiated transfer, either temporary or permanent, to the workforce or to a higher education or training institute.

Wellbeing is defined as a state in which every person realises their own potential, can manage the normal stresses of life and work productively to contribute to their community.

Principles of Governance

Gospel values and the principles of Catholic Social Teaching are reflected in DOBCEL's behaviour management processes. These values influence both DOBCEL actions and response to promoting school environments where the rights of all are respected.

Gospel values and Catholic social teaching are reflected in DOBCEL policies on student wellbeing and influence a school's response to promoting positive pastoral and restorative principles and practices:

Human dignity

Our common humanity requires respect for and support of the sanctity and worth of every human life. All other rights and responsibilities flow from the concept of human dignity. This principle is deemed as the central aspect of the Church's social teaching. The belief that each life has value is shared with International Human Rights which are universal, inviolable and inalienable.[1]

Common Good - Each social group, therefore, must take account the rights and aspirations of other groups, and of the well-being of the whole human family. The common good is reached when all work together to improve the wellbeing of society and the wider world. The rights of the individual to personal possessions and community resources must be balanced with the needs of the disadvantaged and dispossessed.[1]

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[1] *ibid.*

Guiding Principles - Behaviour Management

The Guiding Principles for effective student behaviour include:

- Education on standards of behaviour expected for students attending the school, healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention as required under *Education and Training Reform Act 2006(Vic)* and *Ministerial Order 870, Child Safe Standards – Managing the Risk of Child Abuse in Schools* .
- Zero tolerance of child abuse and prohibition of corporal punishment in all Ballarat Catholic Schools.
- When behaviour does not meet expectations, and an administrative response is deemed necessary, the principles of natural justice and procedural fairness will apply.
- The recognition that all members of the school community are worthy and have a right to work and learn in a safe, positive environment.
- The best interests of the child are the primary consideration.
- All students have a right to be supported to learn positive behaviours, self-manage and self-regulate their behaviours.
- Positive behaviour is best learnt and supported in a whole of school approach that incorporates a multi-tiered continuum of support.
- It is expected that behaviour expectations meet and reflect the needs of each Ballarat Catholic School community and promote the values of honesty, fairness and respect for others. All members of the school and wider community share the responsibility of supporting positive student behaviour by developing and promoting high-quality relationships.
- The community shares the responsibility of fostering life - affirming relationships that recognise and support the inherent dignity and safety of each person.

Policy Statement

DOBCEL Schools are required to implement this policy and develop procedures consistent with this Policy and Procedures document to promote consistent and fair approaches towards managing student behaviour including:

- ensuring that corporal punishment is explicitly prohibited;
- student behaviour procedures that include an explanation of the school's approach to procedural fairness and how it affords procedural fairness to students;
- promoting and supporting positive student behaviour, all students will be provided with the education support needed to learn positive behaviours, value diversity, self-manage and self-regulation their behaviours;
- the best interests of the child is a primary consideration in all student behaviour management response;
- when behaviour does not meet expectations, and a school response is deemed necessary, the principles of natural justice and procedural fairness will apply;
- data will be collected and used to screen, monitor and assess student progress;
- outlining roles and responsibilities for developing, implementing, reviewing and reporting on matters relating to student behaviour and behaviour management.

Responsibilities

The DOBCEL Board will monitor all DOBCEL Schools to ensure they meet the Guidelines to the Minimum Standards and Requirements for School Registration developed by the VRQA as they relate to student behaviour.

The DOBCEL Board will develop policies for Student Behaviour Management and the Executive Director will monitor the implementation of these policies in DOBCEL schools. Policies will be reviewed every three years or more frequently if required. Changes in Student Behaviour Management policies will be communicated to Principals as soon as possible.

The Executive Director will report to the DOBCEL Board on the implementation and compliance across all schools in a regular schedule.

The Executive Director will provide resources to schools to support the development and implementation of school policy and procedures. Principals will receive training to ensure that schools comply with the policy.

Principals develop strategies to ensure appropriate behaviour expectations are understood within their school community. They are required to document the whole school approach to behaviour management in their school.

All DOBCEL schools must adopt a whole-school approach to behaviour management based on developing student knowledge, skills and capabilities in understanding and demonstrating positive behaviour. Schools must also provide clear expectations, processes and consequences that will be implemented if there is inappropriate behaviour. Each school must develop procedures to ensure the requirements of this policy are fulfilled within the school's context. (See Appendix 1).

School-Wide Positive Behaviour Support (SWPBS) Framework

All DOBCEL schools will use the School-Wide Positive Behaviour Support (SWPBS) Framework. SWPBS focuses on strategies and methods that aim to assist students to reduce challenging behaviours and increase success through the learning of new skills. Proactive strategies are aimed at decreasing behaviours of concern and replacing them with pro-social skills that lead to enhancement of positive social interaction.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour;
- increased time focused on instruction;
- improved social-emotional wellbeing;
- positive and respectful relationships among students and staff;
- increased adoption of evidence-based instructional practices and
- a predictable learning environment with improved perceptions of safety and increased attendance.

Effective whole-of school approaches to behaviour management require age-appropriate education and skilling of students through processes focused on individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities. The school-wide approach will be consistent with current DOBCEL guidelines for behaviour support.

Three tiers of prevention

A tiered approach is used in DOBCEL schools to promote positive behaviour, prevention, early intervention and targeted support for all students.

Tier 1: Universal Prevention (All)

School wide interventions supporting all students. Tier 1 supports, provide the foundation forlearning and behaviour for all students. For most students, this level of support provides what they need to be successful and to prevent future behaviours of concern.

Tier 2: Targeted prevention (Some)

Secondary, high efficiency, rapid response, targeted interventions, supporting groups of students at risk. School supports designed to provide additional practice and feedbackopportunities for groups of students with specific skill deficits. The skills developed support students to be successful participation is social and academic programs of the school.

Tier 3: Intensive, Individualise Prevention (Few)

Tertiary supports are the most intensive support the school offers, they are assessment based, intensive, durable procedures supporting individual students. This level of support willoften require plans and goals related to academic and behaviour support.

Related Documents and/or Legislation

This Policy should be read in conjunction with:

- DOBCEL Attendance Policy
- DOBCEL Complaints Handling Policy
- DOBCEL Duty of Care Policy Suite
- DOBCEL Enrolment Policy
- DOBCEL: Suspensions and Expulsion Policy and Procedures
- DOBCEL Learning and Teaching Policy
- DOBCEL Child Safe and Wellbeing Policy
- DOBCEL Prevention of Bullying, Harassment and Discrimination Policy
- CECV Child Safety Commitment Statement
- Code of Conduct for Caring for Children - Professional Standards Catholic Diocese of Ballarat
- CECV Positive Behaviour Guidelines. https://www.cecv.catholic.edu.au/getmedia/ bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf
- Privacy and Data Protection Act (Vic) 2014 http://www.austlii.edu.au/au/legis/vic/num_act/padpa201460o2014317/

Appendices

Appendix 1. Student Behaviour School Policy (Template)
Appendix 2. Student Behaviour School Expectations and Procedures (Template)
Appendix 3. Restrictive Intervention Guidelines for Schools
Appendix 4. Post Incident Checklist for Principals.
Appendix 5. Record of Restraint / Seclusion Form.

Procedures for Schools

Foundational to DOBCEL Schools and work within school communities, 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. Teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Students in DOBCEL Schools today, present with a diversity of needs and require support in a range of ways, including behavioural support. Well-articulated school policy and procedures on behaviour expectations and management, if age-appropriate, pastorally driven and focused on ensuring a just and reasonable balance of individual and community rights, will assist in building and maintaining a positive school culture and a safe learning and work environment for students and staff.

These Guidelines for School procedures should be read in conjunction with the DOBCEL Behaviour Management Policy and provide guidance to school communities on the development of processes and strategies to be used to support student behaviour.

To implement the Student Behaviour Management Policy, DOBCEL Schools will develop school level a policy and procedure that includes the following areas:

- School Policy (See Appendix 1)
- Positive Behaviour Education and Support
- School wide Expectations
- Curriculum and programs to explicitly teach personal and social skills
- Documentation and Data Analysis
- Develop school and classroom routines that align with school wide expectations
- Interventions for Unacceptable Behaviour
- Professional learning
- Communication with the school community and external agencies

School-Wide Positive Behaviour Support (SWPBS) Framework

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills which in turn enhance learning and teaching. Schools have a responsibility to provide education in safe and predictable environments. Establishing a positive, proactive, preventative school wide set of behavioural expectations is a necessary first step enabling schools to achieve their goals and responsibilities.

SWPBS is an organisational framework, not a specific "program", "model", "approach", "tool", or "specific curriculum", rather a compilation of research validated effective practices, interventions, and systems.

SWPBS provides a framework for:

- improving the social behavioural climate of schools;
- supporting the impact of academic instruction on achievement;
- increasing proactive, positive, preventive management while decreasing reactive management;

- integrating academic and behaviour supports;
- improving services for all students, including students at risk and students with identified; disabilities or diverse learning needs.

Tiered Model of Prevention

DOBCEL schools will consider the behavioural and learning needs of each student through a tiered model of prevention. The tiers, provide guidance on the level of support and intervention required, ranging from preventing the development of inappropriate behaviour (primary) to reducing the impact or intensity (secondary or tertiary) of problem behaviour occurrences.

Three tiers of prevention

Tier 1: Universal Prevention (All)

School wide interventions supporting all students. Tier 1 supports provide the foundation for learning and behaviour for all students. For most students, this level of support provides what they need to be successful and to prevent future behaviours of concern.

Tier 2: Targeted prevention (Some)

Secondary, high efficiency, rapid response, targeted interventions, supporting groups of students at risk. School implement supports designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to be successful participation is social and academic programs of the school.

Tier 3: Intensive, Individualise Prevention (Few)

Tertiary supports are the most intensive support the school offers, they are assessment based, intensive, durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

Positive Behaviour Education and Support

DOBCEL schools will:

- Adopt the school-wide approach to behaviour management, consistent with the School-Wide Positive Behaviour Support (SWPBS) framework;
- Outline how collaboration with the school community is undertaken to implement a positive behaviour management approach based on restorative justice and processes
- Explicitly prohibit corporal punishment and make the best interest of the child a primary consideration in its approach to student behaviour management
- Demonstrate that restorative justice, positive behaviour, social and emotional learning methods are adopted when dealing with specific behavioural issues, identifying and responding to suspected abuse and learning and teaching within an inclusive classroom
- Ensure teacher supervision is effective in all school environments
- Details steps for managing suspensions and expulsions
- Use the least restrictive intervention to prevent or de-escalate student conduct or emotional states that risk harm to self or others and outline circumstances when it may be necessary to use restrictive interventions

Develop Schoolwide Expectations

DOBCEL schools will:

- Develop school-based policy and procedures that fulfil the requirements of DOBCEL policy
- Identify the roles and responsibilities of staff in implementing whole school plan to support positive behaviour, including suspensions and expulsions
- Demonstrate that the school's approach to student behaviour management, takes into consideration personalised adjustments based on student needs, and that are culturally, developmentally and psychologically appropriate
- Include the school's response to (as applicable in your context):
  o all forms of bullying
  o aggression
  o drug and alcohol misuse
  o risks of suicidal behaviour
  o poor student attendance and truancy
- Include rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules
- Include the school's strategy for communicating with parents on Students' behaviours and how the school communicates these policies and procedures to the school community
- Outline the school's strategy for deciding on disciplinary measures, which considers the best interest of the child and safety and wellbeing of all school staff and all other membersof the school community
- Address the school's approach to Student Behaviour Support where the need is identified(i.e. seeking advice from experts, consulting parents to inform personalised student behaviour support plans etc)
- Provide whole school processes and levels of intervention to identify and respond toindividual students who require additional assistance and support

Curriculum and programs to explicitly teach personal and social skills

DOBCEL schools will:

- Demonstrate that curriculum includes the teaching of social and emotional skills and positive behaviour skills and key messages of positive behaviour such as feedback andacknowledgment are reinforced in all directions for all students
- Ensure there is a student support team (SST) to assist teachers, students and parents in behaviour management and in developing Individual Behaviour Management Plans(IBMP)
- Promote student voice and participation to provide students with a sense of ownership and empowerment
- Establish social / emotional and educational behavioural support for vulnerable students and monitor and evaluate progress

Documentation and Data Analysis

DOBCEL schools will:

- Outline processes for documenting student data on wellbeing and behaviour records through incident reports
- Record major incidents in the yard or during class using the Student Behaviour Management Register available on SIMON, (Learning Management System) and teachers will keep anecdotal records for minor incidents depending on frequency and context;
- Ensure teachers will communicate behaviour incidents to parents as outlined in a school's approach;
- Establish procedures to monitor behaviour incidents/register and analyse student data.
- Establish procedures for monitoring student attendance
- Maintain a register of suspensions and expulsions
- Ensure major and serious incidents are reported to the DOBCEL Executive Director

Develop school and classroom routines that align with school wide expectations

It is expected that teachers will:

- Set clear expectations about expected student behaviour at all time
- Address behaviour that is inappropriate;
- Reinforce positive behaviour;
- Give clear instructions;
- Redirect learners when off-task;
- Follow through on consequences;
- Discuss with the Principal any concerns or strategies to improve behaviour management;
- Ensure that teaching and learning is engaging and considers the diverse needs of students;
- Communicate with parents as required about student behaviour and engagement;
- Discuss with students how to respond appropriately when other students display problem behaviour, or when they are re-directed or receive a consequence for problem behaviour.

When responding to unacceptable behaviour, teachers will:

- **Redirect low level behaviour** – students will be reminded of the expected school behaviour, and asked to think about how they might be able to act more safely, more responsibly or more respectfully. This will encourage self-reflection and ownership of behaviour.
- **Provide targeted behaviour support** – students who are identified as requiring more targeted support to assist them in meeting the expected behaviour, will take part in the school's particular strategy. These students will receive increased daily opportunities to receive positive contact with adults. They may also receive mentoring or intensive social skills support as required.
- **Provide intensive behaviour support** – students requiring more intensive support are referred to school support personnel as outlined in the school's strategies. The role of the support team is to facilitate a Functional Behaviour Assessment, work together with the child and parents to develop appropriate behaviour supports, monitor the impact of these and, adjust as required. Support from the DOBCEL Management and/or professionals from other agencies may be included in this process when it is appropriate to do so.

Consequences for Unacceptable Behaviour

Schools must make systematic efforts to prevent problem student behaviour by teaching, modelling and reinforcing expected behaviour on an ongoing consistent basis. When unacceptable behaviour occurs, students must experience predictable consequences.

The school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to thenature of the behaviour and the age of the student.

All students and staff achieve this through school/class meetings where unacceptable behaviour is named and the expected consequence is decided and agreed upon. This will be consistent with the whole-school approach to processes and strategies for student behaviour.

Restorative justice procedures should be used to facilitate the conversation regarding behaviour.

Interventions for Unacceptable Behaviour

Removal from classroom

In the case of a student being removed from the classroom, the student must be always supervised and provided with suitable learning activities. If a student requires consistent removal from class, it must be reported to the Principal or Student Wellbeing Leader, or other designated leader and a behaviour managementplan is to be implemented.

Restrictive Intervention

If it is necessary to use restrictive interventions to protect the safety of a student and members of the school community, the least restrictive intervention, that is not more restrictive or intrusive than necessary to prevent the person from inflicting harm on themselves or others and is applied, no longer than necessary to prevent harm or danger must be adopted.

Restrictive interventions are used only in emergency situations, when there are no other options for maintaining the safety of others. They must not be used as part of a student management plan. (Appendix 2)

Student sexual offending

The joint protocol, *PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools* identifies the approach to responding to and reporting child protection concerns in DOBCEL Schools through the *Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse*.

A staff member must act and follow the *Four Critical Actions for Schools: Responding to IncidentsDisclosures and Suspicions of Child Abuse*, as soon as they become aware of a child protection incident, that is, when **a child is experiencing, or is at risk of experiencing,abuse**.

The joint protocol, *PROTECT: Identifying and Responding to Student Sexual Offending* identifies the approach to responding to and reporting child protection concerns in DOBCEL Schools through the *Four Critical Actions for Schools: Responding to Student Sexual Offending.*

Victorian Law holds that students under 10 years of age cannot commit a sexual offence. Guidance on responding to problem sexual behaviour in students under 10 and other forms of student sexualisedbehaviour which does not constitutestudent sexual offending can be found in Appendix 1 of *PROTECT: Identifying and Responding to Student Sexual Offending.*

A staff member must act and follow the Four Critical Actions for Schools: Responding to Student Sexual Offending, as soon as they witness an incident, receive a disclosure or form a suspicion that a student is a victim of astudent sexual offending and/or a student has engaged in sexual offending.

Where a staff member believes that a child is subject to any other form of child abuse (sexual abuse by an adult), they must follow the procedures outlined in _PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools._

For behaviour that may indicate student sexual offending or sexualised behaviour refer to the following documents:

DOBCEL PROTECT: Reporting and Responding Obligations Policy

DOBCEL PROTECT: Identifying and responding to Student Sexual Offending

YOUR OWN SCHOOL PROTECT: Reporting and Responding Obligations Procedure Schools

Professional Learning

DOBCEL schools will ensure that all staff (including all new staff, replacement and emergency teachers) have access to professional learning that includes:

- understanding the school's approach and strategies to implementing the DOBCEL Behaviour Management Policy and Procedures;
- SWPBS, restorative justice practices, positive behaviour, social and emotional learning, dealing with specific behavioural issues, identifying and responding to suspected abuse and learning and teaching within an inclusive classroom.
- understanding and assisting families and students from culturally and linguistically backgrounds.
- understanding and responding to all legislative requirements.

Communication with the school community and external agencies

DOBCEL schools will:

- Ensure the steps for managing suspensions and expulsions of students are clearly outlined, reflect procedural fairness, and are communicated to parents and guardians.
- Ensure the DOBCEL Behaviour Management Policy and Procedures is available on the school website, and is referred to in the Staff and Parent handbook
- Ensure all members of the school community are aware of the school's expectations and guidelines about student behaviour
- Communicate with external agencies and the DOBCEL Management for additional assistance or expertise in dealing with specific behaviour-management issues when required
- Address the school's approach to coordinating with external agencies and agreed behaviour interventions or therapies provided by external practitioners or agencies

Student Behaviour School Policy   APPENDIX 1

Purpose

The St Joseph's Primary School, Red Cliffs (SJPS) 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 to support students' behavioural, educational and emotional engagement.

This Policy provides an overview of how SJPS will:

- promote positive behaviour in the school community;
- seek to prevent behavioural issues; and
- respond to challenging student behaviour occurring at school, at a school activity awayfrom 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, including Attendance Monitoring Policy and the CECV Positive Behaviour Guidelines

School Profile

SJPS was founded over 80 years ago, staffed by the Sisters of Mercy. When the school first commenced, Red Cliffs was a fast growing, newly established horticultural district for returned soldiers from World War 1. Since the school first opened in 1933, sisters, priests, lay teachers, parents, students and members of the St Joseph's Red Cliffs parish have worked tirelessly to develop the spacious four acres of land that the school is located on into an inspiring environment that celebrates faith, learning and life.

SPJS has a current enrolment of 101 students with five multi-age classroom groupings. SJPS has a range of religions, nationalities and cultures represented within our community, with our school becoming progressively more diverse.   The wide range of cultural backgrounds, provides us with a rich experience of culture and tradition. Our student experience diversity not only in their cultural and faith backgrounds but also socio-economically and in all areas of their development. SJPS has a high percentage of students with disabilities and who are classified as vulnerable and we assist all students regardless of their level of skill to achieve fullness of life.

SJPS 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. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

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 SJPS's 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. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

Vision

As partners, collaboratively educating our students to ensure they learn at high levels, we are inspired by Christ and our Catholic Faith & Tradition as we pursue fullness of life for all.

Mission

Inspired by the Gospels we will sustain a safe, respectful, inclusive and positive educational environment that celebrates achievement and promotes dignity and self-responsibility for all.

SJPS is committed to providing educational opportunities that actively welcome, engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

Philosophy

SJPS is committed to developing **Behaviour Education and Self-Management (BESM)** in students. We embrace a Christian values-based approach that underpins our school culture. BESM is a school community responsibility. Students, parents and teachers need to have a clear understanding of what is expected in regards to how we treat each other to ensure a welcoming learning environment that is supportive and safe. We believe that students come to school to better themselves by being able to work with others. Students need to pursue their personal best no matter who they work with. Therefore, as teachers and parents it is imperative that we have a clear focus on this and to role model rational, emotionally regulated behaviour.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with 'a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to and empathise with others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Behaviour Education is most effective when built into, not onto curriculum.

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. Every person at the school has a right to feel safe, to be happy and to learn. Therefore, our school aims:

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

We use the program "Play is the Way" (PITW) as part of our Behaviour Management Procedures within the SWPBS Framework.

At SJPS's we believe the "Play is the Way" philosophy is an effective way to develop Emotional Intelligence (EQ); focusing on the skills of self-awareness, self-management, social awareness and social management. We aim to put students in control of their thoughts, feelings and actions.

Outcomes of Play Is The Way

- To develop pro-social behaviour.
- Create a shared body of experience that is used to build relationships.
- Highlight the benefits of managing emotions and working together.
- Develop optimism and the ability to bounce back.
- Encourage self-motivation and the ability to persevere.
- Initiate a process of self-awareness and discovery in children.
- Create a positive tone and school culture

Principles

SJPS's 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. 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.

As a provider of Catholic education, the school Principal will consider 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 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.

SJPS's supports and gives expression to the belief that each individual is at the heart of Christ's teaching through fostering wellbeing and pastoral care. It also believes that:

Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognized as promoting the achievement of learning outcomes and contributing positively to school improvement.

Student engagement and regular attendance assists in developing appropriate behaviours through the implementation of whole school strategies supported by targeted and individualised support when required.

Effective whole-school approaches to behaviour education and self-management requires age appropriate education and skilling of students through processes focused on individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. It will not include, under any circumstances, corporal punishment.

Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of students.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be an important consideration in determining the actions and consequences to inappropriate behaviour.

The school wide approach will be consistent with Catholic Education Ballarat's 'Guidelines for Behaviour Support' (2016) and guided by the social competency program 'Play is the Way' by William McCaskill.

SJPS's respects privacy laws and will not divulge outcomes of actions or consequences other than to the individual student's parents.

Definitions

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.

Behaviours of concern May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment, and victimisation. It includes anything a person does or says which is likely to limit or deny access to regular school routines and activities. Such behaviours may be those a person does or says which causes stress, worry, risk, of or actual harm to others.

It may be anything a person does or says of such intensity, frequency, or duration that the physical safety of the person or others is impacted.

Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.

Behaviour support: The educational support a student receives from the schools to learn and maintain identified behaviour.

Behaviour Support Plan (BSP) is a working document designed to clearly outline the adjustments that will be implemented to maximise the student's engagement, thereby increasing learning outcomes.

Bullying
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.

Chemical restraint refers to the use of medication primarily to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition.

Criminal offences: Behaviour that may be serious enough to constitute a criminal offence. If an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

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

Dynamic Risk Assessment means to make an on-the-spot assessment of the likely outcomes of the available options before deciding which option to choose in a situation which is stressful and evolving rapidly.

Expected Behaviour: 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. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.

Mechanical restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour. It does not refer to therapeutic devices, prescribed by appropriate professionals and those approved for purposes such as vehicle safety restraints.

Pastoral Care is defined as the actions of a personal, social, physical, emotional, mental, or spiritual nature taken within the educational community by its leaders and community members to promote and enhance the wellbeing of the individual. Key elements of wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviour, and personal resilience.

Play Is The Way is a social emotional learning methodology using physically active games and activities, five guiding concepts, empowering self-reflective language and six key virtues that form a pathway to empathy.

Program Support Group (PSG) comprises the people with the best knowledge of and responsibility for a student, including parents/guardians, an advocate for the parents (optional), the student's teacher(s) or nominated staff member, senior staff and invited consultants who work together to establish goals, plan for adjustments to programs plan for ongoing education and monitor learning progress. Decision and formal communication will generally occur in PSG meetings. A PSG may also be referred to as a Student Support Group (SSG).

Reasonable action means to take action that is proportionate and necessary. What is considered reasonable may depend on individual circumstance and is a matter of professional judgement.

Restraint refers to physical restraint. Physical restraint is 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. In these instances, the student remains free to move away.

Restrictive intervention is any intervention which restricts a person's freedom of movement.

Safe place, chill out or time out rooms (safe place) Having students go to a safe place does not amount to seclusion. The purpose of such rooms or areas is to support students who require a break from stressful or demanding situations, often when their behaviour is escalating. Exit to a safe place is a planned intervention to be used as part of an overall approach to supporting students exhibiting complex behaviour. The use of a safe place should form part of a student's BSP and/or Student Safety Plan. It is used to settle and return to a state of calm, so they are more actively able to participate academically and socially. The use of a safe place can be either teacher-directed or self-directed and takes place in a setting that is not locked.

School-wide positive behaviour support (SWPBS) is a framework that brings school communities together to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. SWPBS can be implemented in any school setting to support students from Foundation through to Year 12. The framework supports schools to identify and implement successful evidence-based whole-school practices to enhance learning outcomes for children and young people.

Seclusion is the solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion involves 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 be physically able to (e.g. The door is not locked). Seclusion **does not** include safe places, time out or chill out rooms, these being conditions set up to support students.

Student
A person enrolled at a DOBCEL School.

Student behaviour support plan is a working document designed to clearly outline the adjustments that will be implemented in order to maximise a student's engagement, thereby increasing learning outcomes. It is developed in consultation with those who know the student well, including medical or allied health professionals.

Student Safety Plan (SSP) is designed to provide school teams with a planned response to support the management of a student's escalation cycle and created by staff who know the student well and can accurately describe the student's escalation cycle.

Time out. A procedure in which the person is separated temporarily from a rewarding environment as part of a planned and therapeutic program to modify behaviour.

Legislative Context

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School's obligations to ensure that the care, safety and welfare of all students attending the School. In discharging 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 (OH&S) 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.)

Related Documents and/or Legislation

This Policy should be read in conjunction with:

- DOBCEL Attendance Policy
- DOBCEL Complaints Handling Policy and Procedure
- DOBCEL Duty of Care Policy Suite
- DOBCEL Enrolment Policy
- DOBCEL: Suspensions and Expulsions Policy and Procedures
- DOBCEL Learning and Teaching Policy
- DOBCEL Bullying Prevention (including Cyberbullying)
- CECV Child Safety Commitment Statement
- Safeguarding Children and Young People Code of Conduct
- CECV Positive Behaviour Guidelines. https://www.cecv.catholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf
- Privacy and Data Protection Act (Vic) 2014 http://www.austlii.edu.au/au/legis/vic/num_act/padpa201460o2014317/

SJPS Behaviour Management Supporting Framework
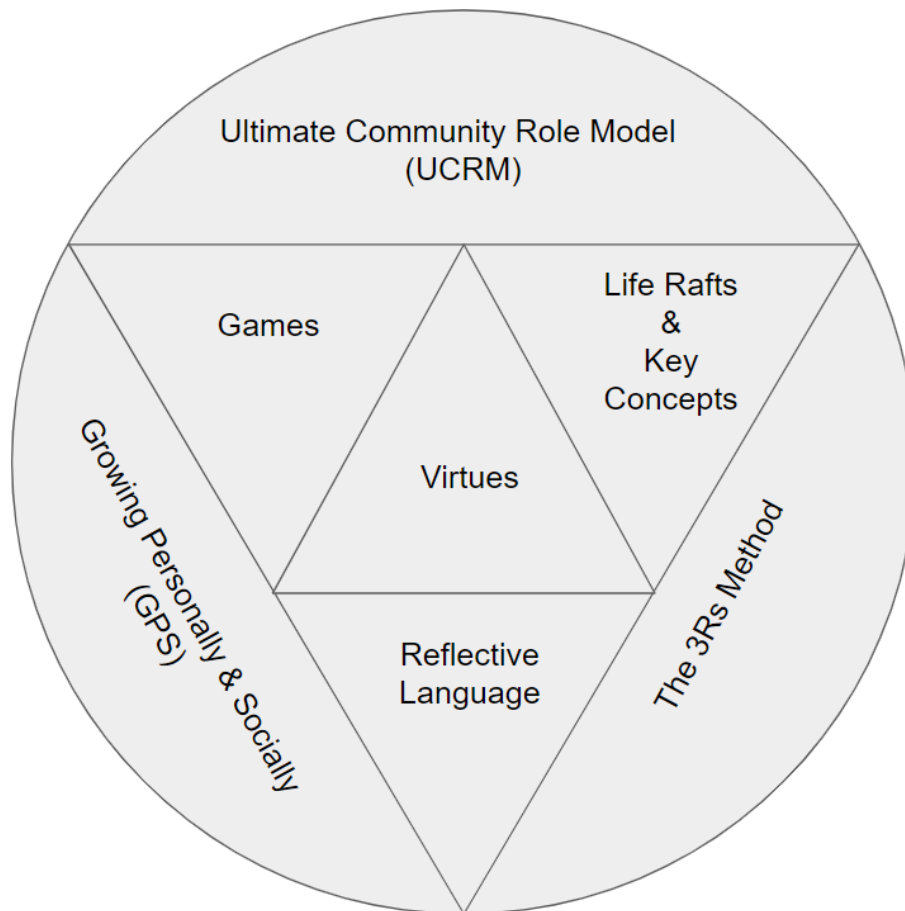
- Attachment A - Behaviour Education and Self-Management Guidelines (BESM)

DOBCEL Behaviour Management Procedures Appendices

- Appendix 2 - Student Behaviour Expectations
- Appendix 3 - Restrictive Intervention Guidelines
- Appendix 4 - Post Incident Checklist for Principals
- Appendix 5 - Record of Restraint Seclusion Form

Behaviour Education and Self-Management Guidelines

"Behaviour is shaped by the sum total of regular and frequent lessons that create small but meaningful changes over a long and sustained period of time."
-Wilson McCaskill

BEHAVIOUR EDUCATION AND SELF- MANAGEMENT

Contents Page

Background

St Joseph's Primary School is committed to developing **Behaviour Education and Self-Management (BESM)** in students. We embrace a values-based approach that underpins our school culture. BESM is a school community responsibility. Students, parents and teachers need to have a clear understanding of what is expected in regard to how we treat each other to ensure a welcoming learning environment that is supportive and safe. We believe that students come to school to better themselves by being able to work with others. Students need to pursue their personal best no matter who they work with. Therefore, as teachers and parents, it is imperative that we have a clear focus on this and to role model rational, emotionally regulated behaviour. The Victorian Curriculum, within the "Personal and Social Capability", states: "In the Victorian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively".
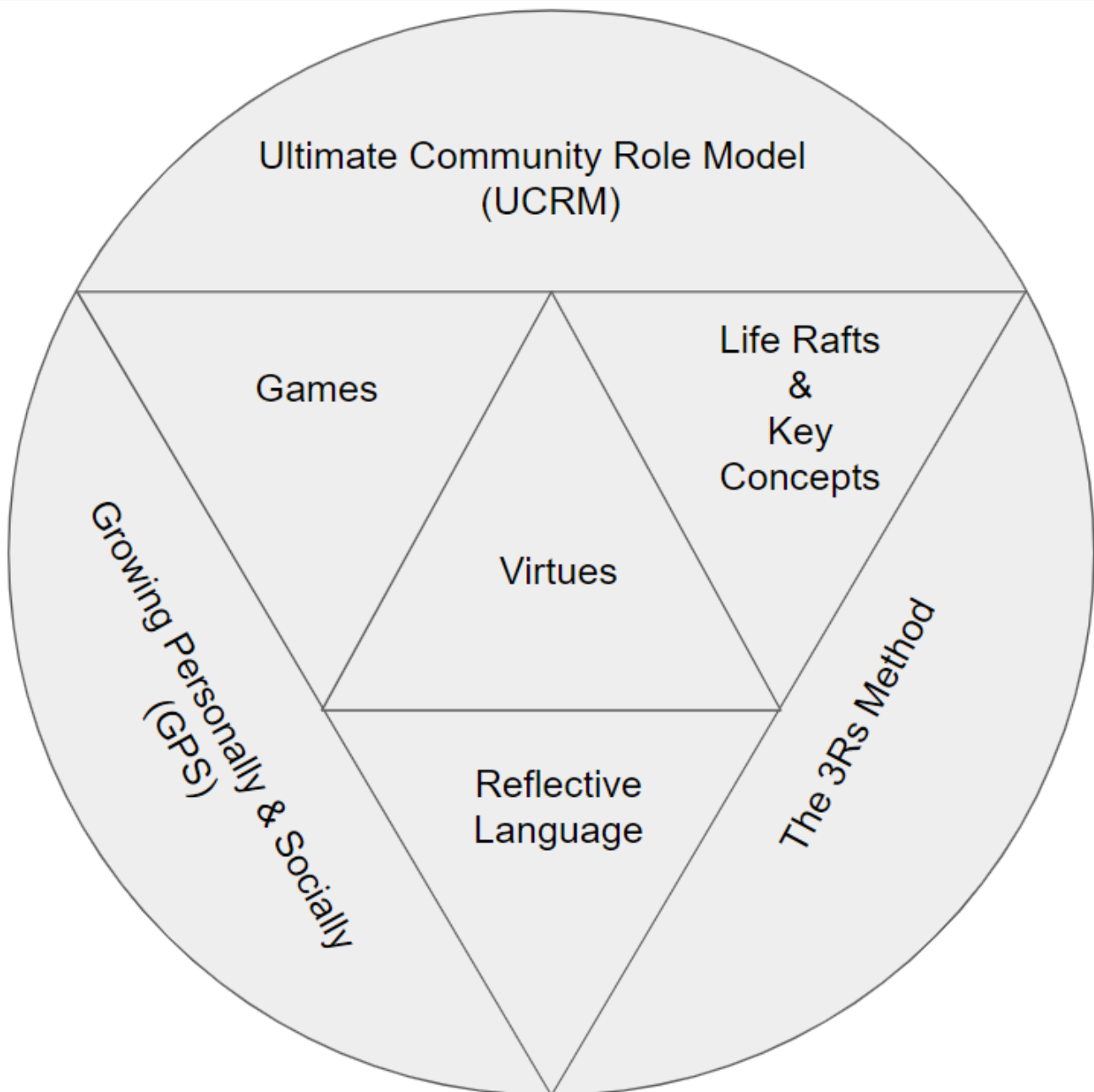
The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capabilities assist students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capabilities support students in becoming creative and confident individuals with *'a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing',* with a sense of hope and *'optimism about their lives and the future'*. On a social level, it helps students to *'form and maintain healthy relationships'* and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.
Behaviour Education is most effective when built into, not onto curriculum.

The Golden Rule
"Treat others the way you want them to treat you"

Ultimate Community Role Model
(UCRM)

Games

Life Rafts
&
Key
Concepts

Virtues

Growing Personally & Socially
(GPS)

The 3Rs Method

Reflective
Language

Play is the Way ®

We use the program "Play is the Way" (PITW) as part of our SWPBS framework. Many of the practices outlined throughout this document were developed by "Play is the Way" and adopted by our school community.

At St Joseph's we believe the "Play is the Way" philosophy is the most effective way to develop Emotional Intelligence (EQ); focusing on the skills of self-awareness, self-management, social awareness, social management. We aim to put students in control of their thoughts, feelings and actions. The games in the program are not the focus, but a conduit to experience the Virtues.

Outcomes
- To develop pro-social behaviour.
- Create a shared body of experience that is used to build relationships.
- Highlight the benefits of managing emotions and working together.
- Develop optimism and the ability to bounce back.
- Encourage self-motivation and the ability to persevere.
- Initiate a process of self-awareness and discovery in children.
- Create a positive tone and school culture.

Games

The school is fully resourced to support compulsory implementation in every classroom. This equipment can only be used for "Play is the Way" sessions. Each teacher selects a game to be implemented two-three times a week. As teachers, we must make perceptive observations that will lead students to awareness. During all game sessions, teachers are asked to make at least one observation that makes students reflect on how the game is going. By implementing careful questioning and respectful suggestions we encourage more meaningful conversation around students' behaviour.

Manners

Every teacher will focus on the acknowledgment and reinforcement of good manners in our community. We believe manners are the lubricating oil of a community. Manners are simple things like saying "Please", and "Thank You", knowing a person's name and asking them how they are. Manners create the tone and culture of a school.

PITW-Self-Mastery Checklist (Reflective Language)

The teacher must talk in a way that allows students to reflect -*not react* and should behave in a way that allows students to accept -*not defend*. Teachers are to use language prompts and language that encourages self-control and must take the time to use language prompts to re-direct behaviour both in front of the class and individually.
 This language is firmly embedded throughout our school. When dealing with children, it is important to maintain your composure and speak in a calm manner whilst utilising these phrases. Always give time for the child to respond.
Every teacher will use a common language approach as part of our BESM policy. These are outlined below:
- Right or wrong thing to do?
- Strong decision or weak decision?

- Feelings or thinking in charge?
- Being your own boss or asking me to be the boss?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?

"Was that the right thing or wrong thing to do?"
This gives the child an opportunity to reflect on the appropriateness of his/her behaviour and provides you with a discussion starting point.
"Did you make a weak decision or a strong decision?"
"Weak decision" is when a child decides to do the wrong thing. "Strong decision" is when a child makes sensible 'right' decisions.
"Is your thinking or are your feelings in charge?"
This is used to diffuse emotional reactions from students while getting them to reflect on their behaviour, take charge of it and be the master of their actions
"Are you going to be your own boss or do you need me to be the boss of you?"
This assists students to see that their lack of self-mastery invites an authority figure to impose consequences to ensure the right actions. This is something no one wants and will not be necessary if students have the strength and bravery to do what is right.
"Are you running away from the problem or dealing with it?"
This is when a situation is created that the child needs to 'fix' and they are refusing to deal with it. Running away has many disguises and once the child accepts the reality of what they are doing they are more ready and able to bravely deal with it.
"Am I trying to hurt you or help you?"
This is to get the student to realise that the aim of the questioning is to ultimately improve and help them to improve their behaviour. This makes the teacher an ally, not an enemy.

Removal of Rewards and Punishments

Research shows that the more we use bribes and other artificial inducements to motivate people the more they lose interest in what we are bribing them to do." Do this and you will get that," is the most prevalent form of motivation and behaviour control. It must be substituted with, "Do this because it will satisfy and fulfil you to do so and because you believe it is the right and best thing to do." The giving of rewards (physical - medals/merit awards etc.) and verbal (praise/use of superlatives) must be viewed in the context of primary school behaviour education. In primary school, young children in the formative years of brain development are being trained in the behaviour of self-motivation – a virtue. The brain wiring for such behaviour is being established and must not be jeopardised by practices that diminish the strength of that wiring. Such practices must be questioned and removed unless research and evidence prove they have no detrimental effect on developing the self-motivation of primary-aged children. Self-motivation, in being a virtue, must be a deeply entrenched habit of action. It cannot be an action that waxes and wanes in response to the inducements being offered.

Research also clearly states the same detrimental effects of trying to manipulate student behaviour using punishments. Behaviour should be treated in the same way as we look at the teaching of Mathematics or English. If children can solve a Mathematics problem, threatening to punish them will not help them solve the problem. Behaviour is no different. We need to educate students on how to work through behavioural problems without the threat of punishment. We need to have focus on the consequences of their actions on themselves and those around them rather on the lowest form of moral reasoning which is the punishment they may receive. We need to help individuals take responsibility for their own behaviour through education, not by force or coercion.

Suspensions

Traditionally, suspensions have been used to punish students for their anti-social behaviour. This thinking around removing students from social situations in order to improve their social behaviour is counterintuitive. Suspension should be viewed as an opportunity to remove a student from the school for a reasonable amount of time in order to consult with parents, review risk management, develop documented plans, access CEB and community supports and allow the class and teacher time to re-establish relationships and routines, to support the student's return. Repeat suspensions without a plan of action or re-entry process do not result in a change of behaviour. Suspension is a last resort when other strategies and management have been exhausted. As a school, we would prefer an in-school suspension for students.

Rewards vs Awards

It is useful to think through the differences in order to help guide our thinking and school practice:
Rewards: Something given in return for service, effort or achievement (good or bad) to manipulate, lure and motivate – Bribery for control. Do this and you will get that.
Awards: Acknowledgement of service, effort or achievement (good only) that is not motivated by the desire for a reward or the pleasure of the reward giver. In other words, awards are not used to manipulate student behaviour. Awards should reflect entrenched habits of action. So there is a minimalist approach to their use. Students need to be motivated by a desire for self-improvement and a commitment to virtuous behaviour. The whole purpose of giving awards is to hold up students as role models-something to aspire to, and set examples for others. Therefore, we do not want awards to simply highlight innate ability. This is not what the student controls. We must be careful not to signal/award innate ability without virtuous behaviour otherwise we are indicating that innate ability or being gifted is the key requirement for success and achievement.

PITW-Are You Ready (Code Switching)

Students are taught the importance of "code-switching" through the "Are You Ready" strategy. Students learn to understand the expectations around working in specific environments and act accordingly. For example, students intuitively understand how to behave when they attend a funeral and the different expectations if attending a football game etc. The classroom is no different. "Are You Ready" prepares students to code switch before entering the classroom by enabling students to set specific goals which become the focus for that day.

We are working towards:
1. Students setting a personal/social goal for the day.
2. Discuss goal with the class
    Student: ***"I'm ready to ….(states goal)".***
3. **Students code switch**. They know that when they enter the classroom there is an expectation that they are ready to pursue their goal, to switch onto learning.
4. Throughout the day the teacher will ask students to restate their goal.

The 3R's: PITW-Reflection Process (Reflection-Repair-Restitution) We do not believe in using punishments or rewards to try and change student behaviour. Students simply have the opportunity to reflect upon the strong decision he/she should have made, how this affects him or her and others and what he or she needs to do to move on.

We stress this is not a punishment. The process is not done during the child's lunchtime but at the point of need. We realise that this process takes more time than simply giving the child a punishment, however, we are committed to the educative process.

PITW- 3R's Process

The Reflection, Repair and Restitution Process at St Joseph's is based on humanising the process. Developing an understanding and awareness of others, accepting responsibility, earning back respect and trust, saying sorry and reinforcing the fact that the perpetrator belongs to a community that is committed to helping them become valuable members of society.

The intent of this process is to raise empathy, build self-awareness, encourage self-respect and maintain mutual respect. The student then has the opportunity to reconnect with the community. It is holistic because the process involves all stakeholders (active involvement). The process is done *with* the student and not *to* the student.

Teachers have the option of taking a student through the full 3Rs process. Admin will take the class when a teacher deems it necessary to complete the process with a student. Alternatively, a member of administration will complete the process. Parents are contacted and informed about major incidents and are asked to discuss this with their children.

Bullying

Bullying is essentially an intentional abuse of relational power. It is an act of cruelty. Most bullying is not physical. It is psychological. It is intentional, selected, unprovoked and *repetitive* behaviour towards another person by one who is stronger physically or psychologically. Most bullying occurs in the playground but can occur in classrooms.

When students come to St Joseph's, they have the right to learn in a safe environment. We take an educative approach in dealing with bullying. We believe the most effective way is to raise the empathy level of the bully and to work with students on bystander behaviour. It is also vital to work on empowering the target. We implement specific reflective processes that target these areas. We have a moral obligation to act on bullying. When an act of bullying is identified the perpetrator completes the Full 3R process.

Awareness Raising

Teachers will use discussion and classroom meetings to reinforce what the school means by bullying and why bullying is unacceptable. Some focus questions may include:
- What do you think bullying is?
- Why do people bully?
- How can we help students that bully?
- How can we help targets of bullying?
- How does bullying make people feel?
- What kind of bullying goes on at school?
- What should we do about bullying?
- What should you do when you know?
- What is bystander behaviour?
- How can a bystander make things worse or better for the target?

It is Ok to Tell

When students know what constitutes bullying, they can recognize when it is occurring and so are able to take steps to prevent it from continuing. Students should be encouraged to tell a

teacher if they are being bullied in any way. We must create a climate where it is <u>ok to tell</u>. Only by telling can things improve. We must ask students: Is telling helping or hurting?

Give Skills to Targets

Teachers will take whatever steps are necessary to stop bullying. However, it is also important to empower the target. Teachers and parents can teach students how to stand up to bullies in an assertive way. Assertion is a skill and needs to be practised whilst emphasising:

- How to look assertive rather than aggressive
- How to think strong
- Specific words and phrases to use to convey one's rights. (I don't like it when you….).
- How and when to walk away
- That it is ok to tell

Supporting Parents

Targets and parents of targets need to know that they can share with confidence their needs, concerns and feelings about bullying in confidence. We need to encourage parents to talk to their children, reinforce that bullying will not go away by itself and explain how bullies threaten and demand secrecy. Most importantly when students talk, take them seriously.

Open communication between home and school is vital in counteracting bullying. Parents are encouraged to notify and collaborate with class teachers and when necessary, with Admin and other support agencies.

Authority Dependent vs Independent

The Australian Curriculum requires schools to develop independent, self-motivated, self-managing learners. To this end, we have asked students to decide if they see themselves as independent or authority-dependent learners.

Students can decide which one of the following expressions best represents how they conduct themselves both in and out of the classroom and then write a brief explanation for their decision. We use the chart below to assist with the process.

AUTHORITY DEPENDENT – Feelings in charge	INDEPENDENT – Thinking in charge
Makes weak decisions	Makes strong decisions
Needs reminding to stay on task/complete tasks	Keeps working even when teacher not looking
Does the right thing when someone is watching	Starts work without being prompted
Does the right thing when getting something for doing it	Does the right thing because it is the right thing to do
Relies on praise/rewards/attention to be motivated	Is self-motivated and does not require praise/rewards/attention from others
Does not consider how behaviour affects others	Considers how own actions may affect others
Needs the teacher to be the boss	Is his/her own boss
Does not 'code switch' (adjust behaviour to different situations/contexts. E.g. being quiet in a library	Able to 'code switch' in a variety of situations
Needs reminding to look after belongings	Takes care of own and communal property
Needs regular educating about own behaviour	Understands and consistently engages appropriate behaviours
Unable to stop doing the wrong thing without teacher intervention	Listens attentively and respectfully to others

Students set goals that will enable them to make stronger decisions. These goals are reviewed regularly and signed off by parents where needed. Only students can make the decision around their authority dependent or independent status after consultation with the teacher. As a school community we understand the importance of becoming an independent learner as outlined below:

1. Children with good self-management skills are better at describing and maintaining their own boundaries in the face of peer pressure.

2. When authority-dependent children ask why they do the right thing they are likely to answer, "Because I'll get into trouble if I don't." or "Because I'll get something nice if I do."

3. Authority-dependent children can be extremely vulnerable when authority is absent because they lack the practice and confidence when making strong decisions, preventing them from saying "No" to drugs, alcohol or many of the other temptations that are potentially damaging.

4. Research says that children raised to constantly be told to 'do as they are told' have few opportunities to learn how to make their own decisions. They have difficulty solving problems, anticipating the consequences of the things they say and do and have difficulty backing any decisions they make.

5. It is a flawed notion that teaching students to comply and obey will eventually lead to children who can think for themselves and cooperate with adult supervision.

6. The challenge for parents and educators is not to assert our authority over children but to create a bond with them. A bond based on mutual respect, not bribery and threat.

Declaration of Human Rights
We discuss the declaration with students, as a way of demonstrating, that the values we live by at St Joseph's are "universal" and go beyond the school. These values are prevalent in our community and the world.

Playing it Safe
This process is implemented for students who find it difficult to play safely in the playground even after repeated intervention and reflection. It is based on a time restrictive model. The student participates in a reflective process with the teacher or administration and then goes out to play for a designated time. At the conclusion of lunch, the student completes the "Playing it Safe" reflection sheet. This sheet is completed every day the student is on 'time release'. It is to be taken home and signed by the parent. After a week without incident, the time in the yard is increased until the student is back to full lunchtime play. The completion of the reflection sheet is the critical educational element of the process.

Bystander Behaviour
Students that have been identified as participating in bystander behaviour complete the bystander behaviour reflection process. The focus of the process is to help students to reflect upon the notion that "A person who puts aside their virtues and knowingly contributes to the abuse of another's dignity and rights by taking no action to prevent it is a bystander". This is not acceptable at school and within our community.

Refusing to Be a Target or Victim (Teaching Socially Acceptable Behaviour)

Though we do not want children to change the essence of who they are to avoid the threatening attention of others, we do want them to consider ways and means of making themselves safer. A sense of empowerment can only be generated if children believe they can actively and deliberately take charge of their lives to make it better.

By working through the four headings children can specifically alter their behaviour in effective ways without duly compromising the right to be themselves.

1) Physical behaviour – The things they do and the way they do them.
2) Vocal Behaviour – The things they say and how they say them.
3) Places/Spaces – Where they go, when they go and who they go with.
4) Getting along/fitting in – The everyday compromises, adjustments, considerations and behaviours (manners) that everyone makes to keep the social machinery running smoothly. As part of the 3Rs process, students complete reflection sheets, have them signed by their parents and return them to school.

Three Way Confrences

This process is implemented to help students make more consistent changes to their behaviour through a 3-way conference between the teacher, student and parent. The focus is on developing a consistent approach between the school and home in implementing reflective processes, use of language and the setting of specific goals.

Removal/Re-Entry Procedure

For students who complete the 3Rs process after continued or major transgressions, teachers may initiate a **GPS** when the student returns to class. The student must read the apology letter and discuss the strong decision he/she must make in order to rejoin the class community. The student receives feedback from his peers on how his/her action affected the class community and how they can assist the student in making strong decisions. An Individual Behaviour Plan (IBP) needs to be negotiated with the student when he/she returns to class.

PITW-Growing Personally and Socially (GPS)

Group Problem Solving (GPS) is a quick and easy structure to set up that can be used on a regular basis to address, understand and resolve issues and concerns about conduct and behaviour – it is guided/monitored by the classroom teacher. The process has a clear focus on raising empathy and giving an authentic student voice. In a GPS:

- Students sit in a circle
- Teacher sits with the students
- One person speaks at a time
- The speaker holds an object to show it is their opportunity to speak
- Everyone behaves respectfully
- Everyone has the opportunity to comment on what is said if they want to

What does the GPS address?

GPS handles only those problems that have failed to be resolved after other committed attempts to do so. The most important thing is that GPS serves as a safe harbour, a place where even the quietest, least sure, most alone voice can be heard. To this end, students must be advised that they can request an emergency GPS for any problem they consider to be of such severity or importance that the health, well-being or welfare of a person or persons is under immediate and significant threat.

PITW-Life Raft Concepts

Teacher timetable in a Life Raft session on a regular basis. The *Life Rafts* cover the 5 key concepts we teach to students as an important element of our virtues philosophy. Our goal is to equip students with the social and emotional skills that will significantly improve their chances of success both in learning and life. To quote Mr Wilson McCaskill "Let us raise children to be considerate of themselves, others and the world in which they live, with sound reasons for the things they say and do. From this, all else will follow". The Life Raft manual sets out a series of lessons around each of the 5 concepts

The 5 key concepts are:
- *Treat others as you would like them to treat you*
- *Be brave-participate to progress*
- *Pursue your personal best no matter who you work with*
- *Have reasons for the things you say and do*
- *It takes great strength to be sensible*

Restitution

Restitution is a means for someone who has done wrong to accept responsibility for what they have done and make amends Restitution lets the community see that the transgressor is sorry for what they have done and that he/she is willing to do something of assistance and value to the community to earn back their trust. Restitution is a pathway to reconnect and belonging whereas punishment leads to resentment and disconnection.

Restitution should:
- Respect the dignity of the perpetrator.
- Allow students may make decisions regarding the type of restitution they participate in
- Not be seen as or feel like a punishment
- Get students to understand the meaning of restitution and therefore see it as a means to show the strength of character required to earn back the trust of his/her community and reconnect with them
- Help students to understand that he/she has done the wrong thing and determine a meaningful way of making restitution.
- Ensure that students understand that we want others to see them as a good, and safe member of our community.

Restitution in practice

Below are possible examples of ways that students could carry out restitution however it is important for the perpetrator to decide so the discussion is critical

Examples.
- Stacking classroom chairs
- Opening the door in morning. Greeting all students
- Cleaning classroom floor
- Spending time with the target
- Keeping school bags neat outside the classroom
- Working in the garden
- Last to leave the classroom. Asks the teacher is there anything she needs done before going on a break
- Making positives observations about classmates which he reads at the end of the day (3-4 a day)

- Umpires a game at lunch-time
- Observing and recoding what makes the group/game work effectively naming strong contributors and discussing why
- Keeping breezeway clean and outside classroom neat
- Holding the door open for classmates as they leave room
- Teaching others a skill
- Sharpening pencils left in a container each day by other students

Suitable Restitution must comply with the five points below:
1. **Respect the dignity of the perpetrator.**
   It must not demean, humiliate, dehumanise the perpetrator or cause intentional physical pain. To this end an act of restitution should be determined by negotiation between the concerned parties.
2. **Be visible to the class community.**
   Hiding restitution makes it something to be embarrassed about. The community needs to make judgements about the manner in which the restitution is carried out.
3. **Be practical and easily supervised.**
   If restitution occurs when words are no longer enough, then it follows that they must be practical in nature. Supervision does not necessarily mean by the teacher.
4. **Be of service to the target or the community.**
   The restitution satisfies some general or specific need of the target or community or is an exertion made on behalf of one or both.
5. **Have meaning for the target.**
   It may be that no restitution can be found that directly relates to what was said or done to the target by the perpetrator. In such a situation the value of the restitution lies in the value the target attaches to it.

Whole School Recognition (Awards)
School Medallions
Each class will nominate two students for the end of year medallions. The awards focus on two areas: effort in academic achievement and effort in application of virtues. Class teachers present the medallions to the two children selected in their classes at an end of year awards assembly.

Monitoring
- Behaviour data is entered on SIMON Social Behaviour for serious offences.
- Students on a Behaviour Plan are tracked on SIMON for all behaviours.
- Data from SIMON is used for student profiling, strategic intervention and follow-up.
- Recidivist behaviour (repeat offenders) are targeted and monitored through Individual Behaviour Programs.
- SIMON data is used to identify behavioural trends so they can be addressed at a class level.
- At all levels the process is monitored and reflected upon by staff and Admin to ensure it remains workable.
- Student Wellbeing surveys are implemented on a two-year basis to measure students perceptions around values implementation, school culture and relationships
- Students complete the EI Pulse Wellbeing survey each week
- student reflection sheets are collated as part of 3R's process
- 3 Way Conferences implemented for students on a Behaviour Plan

Implications for Parents

We must change parent perception of what it means to be a successful student and the types of skills students need to be successful in society.

Parents have a RIGHT to:
● Be informed of behaviour education and self-management procedures and decisions affecting their child's welfare
● Be informed of their child's position within the school's behaviour education and Self-management continuum
● Be heard in an appropriate forum on matters related to the rights of their child within the Behaviour Education and Self-Management Policy

Parents have a RESPONSIBILITY to:
● Ensure that their child attends school punctually and regularly
● Ensure that the physical and emotional condition of their child is at an optimum for learning in a purposeful and supportive environment
● Support the school's objectives of the Behaviour Education and Self-Management Policy.

School Communication
Every attempt is made to keep parents informed at every level of the BESM process. It is vital to cultivate a productive link between home and school as this is a determining factor of success when improving a student's behaviour. Parents are kept informed through SIMON Social Behaviour, reflection sheets, phone calls and meetings with teachers and members of Administration. Newsletter inserts are provided regularly to explain the different parts of the BESM process and more importantly to share the powerful language used at St Joseph's Primary School.

Collaboration
Rescue vs Support. We work with parents to ensure that they understand that "Falsely rescuing children from emotional discomfort and difficulty weakens their resilience and lessens their capacity to persevere."

We are working towards students becoming Ultimate Community Role Models

PITW-Ultimate Community Role Model (UCRM)
There are three values we focus on in the junior primary and six in the middle and upper primary. The junior primary VIRTUES are: **courage, friendliness and good manners**. The middle/upper VIRTUES include the three identified in the junior classes and three more which are: **persistence, compassion and tolerance**. The diagram overleaf demonstrates the process.
The aim of Play Is The Way is to get students to demonstrate and practise the VALUES until they become a *deeply ingrained habit of action* or a VIRTUE. It helps students develop a greater awareness of themselves; the virtues they are strong in and others they need to work on. It puts a label on "WHY". Why do I do well academically? **(persistence)** How can I do better? **(courage)** For example: "You need to have courage and step outside your comfort zone and challenge yourself." It provides more informative feedback for students. Instead of teachers saying "This is great work!" teachers at St Joseph's add "This is great work because you **persisted.**" or "You did well because you were more **tolerant** during group work." Ideally we want students saying "Gee when I **persist** I do better." "If I'm more **tolerant** with others, I learn more and the group gets more done." Other students do not just see the student who is doing

well just as "smart". They begin to recognise that this student may or may not be smart, but he/she **persists** or has **courage** and therefore achieves well. The UCRM assists students to set goals - "My writing is not improving because I do not **persist.** I need to work on this virtue." The UCRM consistently highlights specific examples demonstrated by students in class. Therefore, there is consistent reinforcement of what is meant and understood about these key virtues. As teachers we may start to look at students a little differently. For example, "Simon is a really quiet, nice student but he has never been acknowledged for **courage** or for **friendliness.** I need to work with him to develop these qualities." If a student is finding it difficult to make friends or struggling with the peer group, then the process is an effective reflection tool. It gives the student a clear goal to work on. Teachers and students can set some clear goals around the virtues such as **friendliness, good manners or courage.** It is these values that the student can do something about. This process is not just about the individual. Students monitor each other within their group. They can clearly label or articulate when a member of the group is not exhibiting a key virtue. At St Joseph's we have a common understanding and all use the same language when giving feedback to students across the school and when discussing student progress with colleagues and parents. The process makes students focus on what really makes someone a valuable member of class. Students may comment that, "I'm a good class member because I'm good at sport". Our process will shift the focus from a student's skills to values; what they can control and hence contribute to the community, as opposed to what they are born with i.e. "I'm good at sport and I use my skill to bring others into the game or to show others how to play better." **(tolerance/compassion**) This is the sort of focus we want to develop in students. It is important that students are pursuing virtuous behaviour not solely as a means to be rewarded or to please the teacher, but because they see personal and community benefits in doing so. To this end teachers will be frugal in their use of superlatives and nurture the belief that the right thing should be done simply because it is the best thing to do.

General Acknowledgements
Teachers acknowledge a student who demonstrates any of the identified values throughout the day and encourages students to look for those values in each other. This should be completed quickly and succinctly then students return to work. An example would be instead of saying "Good work!" it might sound like "I'd like to acknowledge Simon. He demonstrated **persistence** to complete this work and although he was having trouble, he worked through it." The class then continues. General acknowledgements can be given to individuals or groups of students and are unlimited in number.

Formal Acknowledgement certificate
These are given when a teacher and the student's class believes a student has turned a value into a virtue and therefore has been an excellent role model of a particular virtue. When this happens the teachers a UCRM certificate to be received at the next school assembly. It is important that the ceremony itself is validation of the child's entrenched habit of action. Guests are invited to the formal ceremony including parents and members of the school community. Teachers record all students who receive a formal acknowledgement certificate.

Community Role Model Certificates
Students can receive only one certificate for each virtue over the duration of their school years (six certificates in total).
Students cannot receive a UCRM certificate for the same virtue twice.
Presentations will be made at the final assembly of each term.

Ultimate Community Role Model Nominations (Grade 6 only)
Teachers can only nominate students who have all six certificates.
The final decision will be made by the entire staff.

Ultimate Community Role Model Award (Grade 6 only)
Given out at an organised ceremony attended by the whole school. Parents then invited to have morning tea with students.

DOBCEL Student Behaviour Procedures   Appendix 2

Student Behaviour Expectations and Procedures

St Joseph's Primary School (SJPS) recognises the importance of providing clear guidance and expectations which are all applicable to all members of the school community.

The table below sets out SJPS expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers and staff will:
1.	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of theSchool's behavioral expectations	promote positive reinforcement and enhance student self-esteemby having a planned approach for recognising and responding to appropriate behaviour
2.	model the school's core values of respect, endeavor,communication, trust and teamwork	communicate with the School in regards to their child's circumstances	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours
3.	take responsibility for their own behaviour and the impact of their behaviour onothers	cooperate with the school by assisting in the development and enforcement of strategiesto address individual needs	employ whole school and classroom practices to establish aclimate 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
4.	comply with this Policy andwork with teachers and parents in developing strategies to improve outcomes to: a. obey all reasonable requests of staff;	provide complete, accurate and up to date information when completing an enrolment form and supply the school, prior to enrolment, with any additional information as maybe requested, including	intervention strategies to deal with attendance and behavioural issues

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers and staff will:
	b. respect the rights of others to be safe and learn; and respect the property of others	copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court ordersor parenting agreements	
5.	c.	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, inaccordance with the terms of your child's enrolment at the school	consistently apply this Policy through a shared collegiate understanding and only excludestudents in extreme circumstances
6.	d.	acknowledge and understand that unacceptable behaviour 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 and school may result in suspension or termination of the child's enrolment	plan for the professional development needs of all staff toenable them to develop and maintain positive relationships with their students
7.	e.		recognise that for some students additional support may be neededin the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, parents, and the wider school community. See DOBCEL Attendance Policy.

The table below sets out SJPS shared attendance expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1.	attend and be punctual for all timetabled classes every day that the school is open to students	ensure that their child's enrolment details are correct	proactively promote regular attendance
2.	be prepared to participate fully in lessons	ensure their child attends school regularly and punctually	mark rolls accurately each learning session
3.	bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes	advise the school as soon as possible when a child is absent	follow up on any unexplained absences promptly and consistently
4.	remain on the school premises during school time unless they have permission to leave from the School and parents	account for all student absences	identify trends via data analysis
5.	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school	keep family holidays within scheduled school holidays	report attendance data in the student report and school's Annual Report
6.	work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent	support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences	support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies
7.		work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	report lengthy or unexplained absences to the Educational Consultant

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
8.			work collaboratively with parentsand students to develop an agreed Student Absence LearningPlan when a student will be absent from school for an extended period of time
9.			convene a Program Support Group meeting which is attendance focused with parentsand students when a student's attendance pattern is of concern to the school
10.			provide ongoing intensive support for students if communication with parents hasnot been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting

School Action 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 DOBCEL policies and the CECV Positive Support Guidelines, 2018.

Where applicable, an incident report must be completed and provided to the Principal or relevant staff member.

School Procedures for Positive reinforcement of appropriate behaviour

Tier 1: School-wide supports

SJPS implements school-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including**:**

- Establishing predictable, fair and democratic classrooms and school environments
- Providing physical environments that are conducive to positive behaviours and effective engagement in learning
- Ensuring student participation in the development and implementation of whole school expectations
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk
- Developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students

Tier 2: Targeted supports

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

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Documentation of incidents relating to the management of student behaviours to inform decision making.
- Revision of the Personalised Learning Plan (PLP)
- Parent consultation via phone or interview
- Support strategies that might 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

Tier 3: Intensive intervention

In addition to Tier 1 & 2 supports, some students may require targeted intensive interventions to meet behavioural standards, including irregular attendance. These students will be supported through a staged response, including:

- Verbal recognition
- individual or class rewards,
- communication with parents/wider school community, as appropriate.

Reducing unwanted behaviour and consequences for inappropriate student behaviour

SJPS adopts a staged response to inappropriate behaviour and appropriate responses may take the form of:

- Non-verbal warning – e.g., eye contact / hand movement / shake of head
- Verbal warning which identifies the misbehaviour followed by a 'do over' prompt providing student the opportunity to use expected behaviours
- Changing student access to learning activity e.g., work on own, change groups, change location
- Removing student access to learning activity e.g., take a break at your desk

- Moving student from the room e.g., finish your work next door
- Student required to stay back at end of class
- Student required to complete work during recess / lunchtime

When concerns arise about a student's on-going behaviour or when a student is displaying consistent behaviour of concern, SJPS will implement a targeted response to identify and address the behaviour and teach replacement behaviour. This may involve the following support strategies:

- Convening a Program Support Group (PSG) meeting involving parents/carers/Learning Diversity/Pastoral Wellbeing coordinator and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- Referral to external Health or Allied Health providers
- Contact with CEB staff.

Disciplinary measures may be used as part of a staged response to behaviours of concern in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Measures should always be proportionate to the nature of the behaviour and are best used with support measures to identify and address causes of the behaviour. Disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines and may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carerswill be informed of such withdrawals
- Detention
- 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. In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be re-located/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Parents/carers should be informed of such withdrawals.
- Suspension (in-school and out of school)
- Negotiated transfer
- Expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and wellbeing of other students, staff or themselves at significant risk.

If other strategies are unsuccessful in modifying student behaviour, SJPS will follow the DOBCEL Guidelines for Suspension, Negotiated Transfer and/or Expulsion.

Corporal punishment

The use of corporal punishment is expressly prohibited at the 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, 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; and
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, SJPS 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.

SJPS may engage the services of Catholic Education Ballarat (CEB) staff for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff, and broader community.

Policy Evaluation and Review

This Policy is an evolving document that should be adapted and updated regularly, in consultation with the school community. It is important to ensure that the Policy is updated as the DOBCEL policy is updated and its application are regularly monitored and evaluated for effectiveness and, where required, adjustments are made. This process also ensures that the Policy is reflective of emerging issues and considers new data about a school's performance.

Supporting Policies

- DOBCEL Complaints Handling Policy
- DOBCEL Enrolment Policy

DOBCEL Behaviour Management Procedures   APPENDIX 3

Restrictive Interventions Guidelines

Policy and Legislative Context

The information provided in this section of the guidelines draws substantially on the policies and guidelines of the Victorian Department of Education and Training (DET) regarding restraint and seclusion of students and the following legislation:

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Education and Training Reform Act 2006 (Vic.)

Equal Opportunity Act 2010 (Vic.)

Occupational Health and Safety Act 2004 (Vic.).

All teachers and schools owe students a duty of care and are required to take reasonable care to ensure student safety and their protection from reasonably foreseeable injuries. Moreover, it is recognised that staff in all schools are also owed a duty of care. DOBCEL is required to provide and maintain, so far as reasonably practicable, a working environment that is safe and without risk. At any given time in a school setting there can be any number of catalysts that can trigger emotional or impulsive excessive reactions from students. Teachers need to respond to these reactions in positive ways to de-escalate situations and restore peace and calm. This policy is intended to offer information and support to staff and parents regarding uncommon but potential situations where teachers may have no control over what the student is choosing to do and are compelled to apply restrictive intervention to a student to prevent the risk of harm to the student or to others.

Students Exhibiting Complex and Challenging Behaviour

Effective support for students exhibiting complex and challenging behaviour requires a holistic response, involving school and community teams, the student and his/her family. This is best established by:

- development and implementation of a student safety plan;
- appropriate and targeted interventions, encompassing identification of learning and/ or behaviour needs, assessment, analysis and interpretation, learning and teaching strategies and ongoing evaluation;
- specialised support to inform planning as required.

The use of restraint and seclusion does not form part of a student safety plan and should not be identified as an appropriate intervention. It is to be applied only in cases of emergency and be considered a temporary measure.

Where a student is known to exhibit complex/ challenging behaviour, a risk assessment should also be undertaken. A risk assessment requires schools to identify the risks posed by the student (to themselves, other students and situations) to consider various risk mitigation strategies.

It is to be noted that these guidelines apply not only to students who have previously been identified as exhibiting complex/challenging behaviour, but also to students who have a 'one-off episode' of complex and challenging behaviour.

Restrictive Intervention Guidelines include:

Every effort must be made to prevent the need for use of restraint or seclusion.

There are limited circumstances in which restraint or seclusion may be appropriate, it is important to remember that prevention is the best strategy.

In making the decision that any form of restraint or seclusion is required, DOBCEL Schools should be aware their actions may directly increase the risk of injury or trauma, both for the student and the staff member.

Restraint or seclusion must not be used at DOBCEL School on a regular or long-term basis.

Restraint or seclusion must not be used as a routine behaviour management technique or as a regular first response to poor behaviour.

Restraint or seclusion must not be used to punish or discipline a student or for convenience.

DOBCEL Schools **must not** use mechanical or chemical restraints as a means of controlling student behaviour in an emergency.

Where restraint or seclusion is determined as the best option in the circumstances, the least restrictive form of restraint/seclusion must be used for the minimum time possible.

Where a student is placed in a separate room for seclusion, appropriate supervision of the student will be always maintained.

The use of restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

DOBCEL Schools must not use any form of restraint that covers the student's mouth or nose; restricts breathing; takes the student to the ground into the prone (lying face down) or supine (lying face up) position; involves the hyperextension of joints or application of pressure to the neck, chest, or joints.

In all situations, where reasonable and practical, restraint will only be applied by staff who have been trained by an appropriate provider to ensure they are able to exercise good judgement in an emergency, taking into account both their duty of care to their students and their duty to ensure their own safety.

Three Conditions on the Use of Restraint or Seclusion

Restraint and seclusion will only be used in an emergency that satisfies the following three conditions:

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

Imminent threat of physical harm

The student's behaviour must pose an imminent threat of physical harm or danger to the students or others. A verbal threat from a student would not usually be sufficient to meet this condition unless there is an associated risk of imminent harm.

For example, this condition would be met if a student is threatening to hit someone with a cricket bat and is holding the cricket bat. Where the student is making verbal threats, but the staff member does not believe there is risk of imminent harm, the staff member should take appropriate action but this should not include restraint or seclusion.

The physical harm should be to the student, (i.e. self-harm) or another person (e.g. student or staff member). Damage to property alone is not sufficient to meet this condition. If the property damage poses imminent danger to nearby students, the first condition may be satisfied.

Reasonable in the circumstances

It must be reasonable in all the circumstances to restrain or seclude the student. DOBCEL Staff should consider whether restraint/seclusion is proportionate to the harm that is intended. For example, it may be reasonable to restrain a student in response to an imminent attack with a cricket bat, but it would be generally considered unreasonable to restrain a student in response to low level pushing.

In taking account of the circumstances, staff should consider:

- the student's age, year level and developmental level;
- the student's physical presentation – weight and stature;
- the relevance of any disability, impairment (including psychological conditions) or medical condition;
- the anticipated response of the student;
- the effect of the restraint/seclusion on the relationship with the student;
- the environment – including any specific hazards;
- the form of restraint/seclusion that is appropriate.

No less restrictive means of responding

There must be no less restrictive means of responding to the student's behaviour. Restraint/seclusion must be used as a last resort when all less restrictive options have been exhausted. The staff member must have considered the options and made a professional judgement that the alternatives were less likely to succeed in the circumstances.

Unless the three conditions are satisfied, restraint or seclusion will not be used at any DOBCEL School to:

- respond to class/school disruption;
- maintain good order;
- respond to a student's refusal to comply;
- verbal threats from a student;
- a student leaving the classroom without permission and
- destruction of property by a student.

DOBCEL Schools must not use physical restraint and seclusion unless immediately required to protect the safety of the student or any other person. In addition to this, restraint or seclusion should only be used when other methods of de-escalation of the situation have failed and a dangerous situation is imminent.

Restraint and seclusion are not used:

- as a routine method of punishment;
- as part of the school behaviour management philosophy, policy or procedure;
- to punish or discipline students for non-compliant behaviour, unless that creates a situation of imminent danger to the student or to others;
- to respond to verbal threats of harm from a student, except where there is reasonable belief that the threat will be immediately enacted or
- to punish or stop property destruction caused by the student unless the action is placing any person in immediate risk of harm.

Restraint or Seclusion may be used only when:

- there is an imminent threat of physical harm or danger to the student or others; and where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no restrictive means of responding in the circumstances.
- as with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person.

Decision to restrain/seclude

The first priority is the safety of all concerned in the incident. The decision to use restraint or seclusion rests with a teacher's professional judgement. Such decisions are made in times of high stress. DOBCEL Staff are encouraged to pause and conduct a dynamic risk assessment.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the *Charter of Human Rights and Responsibilities Act 2006*.

Issues involved:

- use minimum force required to avoid the risk of harm or danger;
- only restrain for minimum duration necessary;
- type of restrain needs to factor in age of student, size, gender, any impairment, medical conditions, psychological conditions, likely response of student and the environment where the incident occurs and
- during restraint staff need to monitor the student for indicators of distress and should talk to the student, making it clear why this is happening and that it will stop when it is no longer necessary to protect the student or others.

Actions after the restraint/seclusion has been used

The principal is notified immediately of any instance when restraint or seclusion is involved.

The principal or a senior member of staff will contact the parent/guardian of the student following any incident of restraint or seclusion. Depending on circumstances, the principal may contact other parents.

Incidents involving restraint or seclusion are often stressful or traumatic for those involved. The wellbeing of students and staff is paramount.

Additional support for the student concerned may include:

- Arranging a PSG
- Participation in a review of their BSP
- Counselling

Support for staff involved may include:

- Debriefing in relation to the incident
- Access to the Employee Assistance Program
- Counselling or
- Professional learning

Other students who were involved or witnessed the incident may benefit from debriefing with chosen staff about the incident or professional counselling.

Recording and Reporting

DOBCEL Schools follows the reporting and recording requirements for serious incidents, using the Checklist for Principals (Appendix 4.)

The Record of Restraint/Seclusion form must be completed. A copy is retained by the principal and one copy is provided to DOBCEL Catholic Education Ballarat. Team Leader: Well Being

The principal must consider whether the use of restraint/seclusion amounts to Reportable Conduct and therefore needs to be reported to the Commission for Children and Young People (CCYP).

After a restraint event has occurred the following needs to happen:

- Staff member to report the incident to the principal, add this to the Behaviour Tracker and Live Diaries.
- The school contacts the student's parents and provide details of what occurred.
- It would be most appropriate to hold a meeting to support parents, staff, and student by working through the issues that occurred.
- It may lead to discussions with Student Services from Catholic Education Ballarat.
- There may be need for setting up a behaviour support plan for the students to prevent   a repeat episode.
- Other staff members or students who witnessed the incident may require debriefing or counselling support.

Maintaining records of incidents

As soon as possible after the incident a written record should be written by the staff member/s involved – describing the incident, the restraint and aftermath. The record is added to the student file, Behaviour Tracker and Live Diaries.

Details to be included:

- the name of the student/s and staff member/s involved
- date, time and location of the incident
- names of witnesses (staff and other students)
- what exactly happened (a brief factual account)
- any action taken to de-escalate the situation
- why physical intervention was used (if applicable)
- the nature of any physical intervention used
- how long the physical intervention lasted
- names of witnesses (staff and other students)
- the student's response and the outcome of the incident
- any injuries or damage to property
- immediate post incident actions, such as first aid or contact with emergency services
- details of contact with the student's parent/carer
- details of any post-incident support provided or organised

The principal should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident

School leaders need also to consider the wellbeing of the staff member who is involved in physical restraint. The person may require counselling as well as medical attention due to physical strain or stress. This is an OHS situation and needs to be dealt with sensitively for the student and for the staff member.

Review of Processes

The Leadership Team should consider future preventative and de-escalation strategies so as to reduce the likelihood of a similar incident in the future. This may involve a review of processes or policy, staff training or additional staff support.

Following an incident involving restraint or seclusion, DOBCEL Schools will review school processes including the Behaviour Management Policy and Procedures, Emergency management plan and the student's BSP or SSP, if they have one.

The review or development of a student's BSP or SSP will be done in consultation with the student's parent/guardian and, if appropriate, the student. This review or development will include:

- The underlying cause or purpose of the behaviour that led to the use of restraint/seclusion.
- The supportive practices and strategies that worked well for the student.
- The key elements that led to the escalation of behaviour.
- Further adjustments or supports that could prevent a repetition of the event leading to restraint/seclusion.

- The review of the incident will also consider the need for training, professional learning of staff or consultation with support agencies.

Staff Training

DOBCEL Staff are trained on effective alternatives to restraint and seclusion, such as Positive Behaviour Support (PBS) to recognise when student behaviour is escalating and how to take appropriate steps to de-escalate a situation.

DOBCEL Behaviour Management Procedures   Appendix 4

Behaviour Management - Post-incident Checklist for Principals

INITIAL RESPONSE

☐   Provide immediate support to staff (i.e. organise medical checks, ensure basic needs are met, offer reassurance, monitor and allow opportunity to calm down.

☐   Provide immediate support to student(s) (i.e. organise medical checks, ensure basic needs are met, offer reassurance, monitor and allow opportunity to calm down.

☐   Contact the student's parents

☐   Consult with the Educational Consultant at the Catholic Education Ballarat regarding the next phase/support.

REPORT AND RECORD THE INCIDENT

☐   Report to Worksafe if required

☐   Ensure all staff involved provide the principal with a written record of involvement/observations

☐   Complete injury/incident report for school's accident/incident register

☐   Ensure accurate student record is placed in student's file

☐   Advise any injured staff of Work Cover entitlements

☐   Complete Record of Restraint/Seclusion (if relevant) send to CEB

☐   Consider whether Reportable Conduct occurred and action accordingly.

POST-INCIDENT SUPPORT

☐   Provide post-incident support to staff

☐   Provide post-incident support to student(s)

☐   Consider approach regarding students, i.e. restorative practice, sanctions.

Post-incident Checklist for Principals

REVIEW PROCESSES

☐   Inform health and safety representatives (if any) of the incident and give them the opportunity to participate in evaluation of the school response.

☐   Evaluate risk assessment and management processes. Conduct a new risk assessment

☐   Review and if necessary, update general school policies including Emergency management plan and Behaviour Management policy and procedures. Communicate any changes to parents and students.

☐   Assess the effectiveness of the student's BSP or SSP if they had one. If the student does not have a BSP or SSP, consider whether this should be developed. Consider access to additional information and specialist advice where necessary.

☐   Evaluate the efficacy of emergency response equipment and systems, upgrade if needed.

☐   Consider the training needs of staff

DOBCEL Behaviour Management Procedures   Appendix 5

Behaviour Management - Record of Restraint/Seclusion Form

Copy to be sent to: DOBCEL, Catholic Education Ballarat. Team Leader: Wellbeing

Date	Student		Age	Teacher

Report compiler	Staff involved		Witnesses

Location of incident	Duration of incident (minutes)

BEHAVIOUR

Intentional harming of self		Undressing self	
Intentional harming of adults		Sexualised behaviour to self	
Intentional harming of other students		Undressing others	
Potential damage to property leading to injury to self		Sexualised behaviour to others	
Potential damage to property leading to injury to others		Possession and likely use of weapon	
Absconding with risk of harm		Unintentional harm to self, others or property	
Verbal abuse with potential to lead to harm			

DE-ESCALATION TECHNIQUES USED PRIOR TO RESTRAINT/SECLUSION

Verbal advice and support		Reminders of success		Voluntary move to a saferplace	
Visuals offered		Distraction		Reassurance	
Planned ignoring		Contingent touch		Withdrawal offered	
Use of body language		Giving time/waiting		Involve a new person	
Withdrawal directed		Flexible negotiation		Humour	
Redirection		Limits set			
Choices offered		Change of adult(s)			

If none used, why not?

Immediate danger of personal injury to student	

Immediate danger of injury to another student or adult	
Occurrence in a high-risk environment that will immediately jeopardise safety	

REASON THAT RESTRAINT/SECLUSION IS IN BEST INTERESTS OF THE STUDENT

To avert an immediate danger of personal injury to the student

To avert an immediate danger of injury to another student or adult

To avoid serious damage that will immediately impact on the safety of others

To prevent a criminal act that impacts on the safety of self or others

POSITIVE HANDLING TECHNIQUES USED IN THE PHYSICAL INTERVENTION

One person		Two person				Change of staff
		Clear verbal/visual direction				Fix & stabilise
Locate the 'gate'		Exit & move away		Guide/control elbows		Walking escort
Standing		Kneeling		Sitting on chairs		Sitting on ground

STUDENT RESPONSES

To positive handling intervention:

De-escalated quickly		De-escalated gradually		Calmed then re-escalated	
Escalated		Escalated repeatedly		Fatigued	
Focused on specific adult		Refocused on another adult			
Focused on specific student		Refocused on another student			

After positive handling intervention ceases:

De-escalated quickly		De-escalated gradually		Calmed then re-escalated	
Escalated		Escalated repeatedly			

DETAILS OF ANY INJURIES

Student: Yes		No		Medical treatment needed?Yes			No	

Give details:							

Staff: Yes		No		Medical treatment needed?Yes		No	

Give details:							

POST-INCIDENT DISCUSSION/DEBRIEF/SUPPORT FOR STAFF MEMBER/S	Yes		No	

Staff involved in debrief:				

BSP reviewed?	Yes		No	
BSP updated?	Yes		No	
New risk assessment conducted?	Yes		No	
Student Safety Plan reviewed?	Yes		No	
Student Safety Plan updated?	Yes		No	

Immediate actions arising from this incident:				

NOTIFICATION PROCEDURES				
Incident Report submitted? (staff)	Yes		No	
Accident Form completed? (student)	Yes		No	
Incident reported to principal?	Yes		No	

Date:	Time:	By:	Signed:

Incident reported to parent/carer?	Yes		No	

Date:	Time:	By:	To:

(or attach copy of letter)

This is a full and accurate record of events:

Report compiler	Signed	Date
Principal	Signed	Date

Ensure this record is filed with student's information and can be accessed by administration staff if needed.