

ST CLARE'S BEHAVIOUR MANAGEMENT POLICY

All students enrolled at St Clare's have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability. (St Clare's Child Safety Policy)

RATIONALE

(This policy needs to be read as part of the total 'Wellbeing Policy').

St Clare's School Vision states: *'We are a joyful people who reflect the light and love of Christ in today's world. We value and foster hope, respect, compassion, justice and courage.'*

Build a nurturing, supportive and caring community, which empowers students to be valued and successful individuals in our ever-changing world.

Create a culture of trust where all members work collaboratively to optimise student learning.

Accepting the above as the vision of all members of St. Clare's Community, we are committed to providing a safe, respectful, healthy environment in which all persons can flourish.

Corporal Punishment is not permitted at our school.

AIMS

At St Clare's Primary School, we have implemented the Positive Behaviour Support system for managing student behaviour. School Wide Positive Behaviour Support (SWPBS) is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. (Sugai & Horner, 2001; 2002)

The PBS system involves:

- Establishing a clear set of positive behavioural expectations for all staff and students.
- Explicitly teaching those desired behaviours across the school.
- Positively reinforcing these behaviours thus creating an expectation and atmosphere where these positive behaviours become the “expected” behaviours among all members of the school community.
- Focus on the positives: 6 positive comments to 1 negative
- Is a school wide behaviour management approach: common understanding, shared language across the school
- Any undesired behaviours are redirected and desired behaviours are taught
- Expectations replace rules
- Data driven

EVALUATION

This policy is to be reviewed annually at the beginning of each year and circulated to parents as part of the Building Relationships Policy.

PROCEDURES

School Wide Expectations:

At St Clare’s Primary School we expect our students to be:

- Respectful
- Friendly
- Resilient
- Responsible

Our set of expectations were decided upon with students, staff and families.

The Behaviour Matrix:

The behaviour matrix (see appendix 1) is located in all classrooms and any other areas around the school. This tool is used to teach students what each expectation looks like in different areas of the school.

At the beginning of each year teachers are expected to revise the matrix with their class. Teachers are expected to model and practise appropriate behaviours with their class at each area.

Visual Reminders:

It is important that students are continuously reminded about our expectations this is where our many displays across the school are an important part of School Wide Behaviour Support. (See Appendix 2)

Classroom Acknowledgement System:

In the classroom Teachers are encouraged to recognise students when they are following the expectations and acknowledge this by giving verbal feedback which identifies the expectation they were displaying and how and also offering a small incentive. The acknowledgment system used in each classroom is determined by the class teacher. Some use individual wall charts, classroom dojo program on the internet or a whole class sticker chart. The type of reward given is also determined by the class teacher with the students input.

Outside Acknowledgement System:

During recess and lunch times teachers on yard duty endeavour to give out six stickers when they see students displaying the expectations. These stickers are placed on a whole school chart. When the chart is filled to different levels the students receive that reward. For example, extra play time, an ice cream or casual clothes day.

Other Forms of Acknowledgement:

Pupil of the week: A child is chosen as the 'Pupil of the week' each week by the classroom teacher. This is given to a student who has been displaying one or more of the expectations. When a child receives this they receive a ribbon and are called up during Monday morning assembly. Teachers ensure all students receive one of these awards throughout the year.

Postcards: Another way children are acknowledged for their positive behaviour choices is through a postcard. These postcards are sent home by your child's classroom teacher.

Minor and Major Behaviours:

Staff at St Clare's agreed upon a set of major and minor behaviours. Major behaviours are referred to the principal or a member of the Leadership team. Minor behaviours are handled by the teacher.

Minor Behaviours: Warning	Major Behaviours: Office
<ul style="list-style-type: none">● Running in the classroom● Not following instructions● Rough play● Constant disruptions/ calling out● Friendship problems● Swearing● Taking or using someone else's property without permission	<ul style="list-style-type: none">● Aggression● Physical violence● Targeted bullying● Continuous swearing● Swearing directed at someone● Leaving classroom/ school without permission● Deliberately damaging equipment● Theft● Dangerous games/ actions● 4th warning

Responding to Minor Behaviours inside:

Teacher discusses the undesired behaviour displayed with the student and encourages the student to display the desired behaviour.

For example: Jane you weren't being very respectful when you said 'shut up' to Sam. Next time you could ask him to 'Be quiet' because that is showing him respect.

If the behaviour continues the following process is followed:

1. Warning
2. 2 minutes time out in the classroom
3. 5 minutes time out in the classroom
4. Send to the Principal for more serious behaviours or Community service.

Community Service (no longer than half of recess/lunch time): is an act that a student takes part in to give something back to the school community in order to make up for their undesired behaviours.

- Picking up rubbish
- Tidying an area of the school.
- Assisting a staff member with a job.

Students start with 0 warnings each day and warnings are not carried over from one day to the next.

Responding to Major Behaviours inside:

Students who display major behaviours are sent to the office. Here they will be spoken to by a member of the leadership team and a suitable consequence will be decided.

Parents may be notified of the incident depending on the severity. A green 'Behaviour Notice' will be sent home with the child for parents to read and sign. This needs to be returned by the child, to school the following day.

Students who are sent to the office are recorded in a spreadsheet by a member of Leadership.

Responding to Minor and Major Behaviours outside:

Teachers keep track of undesired behaviours outside by completing a 'Safe yard card' when an incident occurs. 'Safe yard cards' (see Appendix 3) enable us to keep track of the types of behaviours occurring out on the yard and where the most problems are occurring.

Teacher discusses the undesired behaviour displayed with the student and encourages the student to display the desired behaviour.

If this behaviour is only minor the teacher decides whether the student just needs to have a discussion about the behaviour and restoration with a fellow student, 5 minutes time out or community service.

If the behaviour is major the student will be sent to the office for the incident to be dealt with by a member of Leadership.

Individual Behaviour Management Plans:

An Individual Behaviour Management Plan may be created and implemented for students who need extra support and direction in managing their behaviour. These are developed in consultation with the Student Services Leader, Catholic Education Melbourne, the teacher and the parents. They are designed to target one behaviour at a time and there are specific rewards and consequences.

Severe clause:

At St Clare's, there is no tolerance towards violence of any sort.

Any act deemed to be of a serious nature may involve consequences beyond those listed above.

During such circumstances, St Clare's is guided by the Catholic Education Melbourne's Pastoral Care of Students Policy (2.26), details of which are outlined below:

Student Wrongful Behaviour of a Serious Nature

Catholic Education Melbourne understands *student wrongful behaviour of a serious nature* to be activity or behaviour of a student which:

- seriously undermines the ethos of the Catholic school; and/or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students.

Some wrongful behaviours of a serious nature are by definition *criminal offences*. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When a principal determines that a serious offence of a criminal nature has occurred, the welfare needs of both the offending student(s) and are paramount. The incident should be reported to the police at the earliest opportunity.

When it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the school community, it is recommended that a Behaviour Management Support Group be set up to:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the school's stated processes is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- ensure that decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

In arriving at decisions, the Behaviour Management Support Group aims for consensus. Where this is not achievable, the principal (or principal's nominee) makes the decision, in accordance with school policies and directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be honoured at all times.

A suggested membership is:

the principal or his/her nominee as convenor and chairperson

the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student

the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)

the class teacher (primary) or the teacher nominated as having responsibility for the student (e.g. year level co-ordinator, secondary)

a specialist person (as required) who may be of assistance, for example, the student counsellor the parish priest or administrator (primary school – optional)

In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group. Responsibility for such a decision rests with the principal or the principal's nominee.

In-school Withdrawal

Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is best done in-school rather than out-of-school, as this maintains a student's connectedness and engagement with the school. It is recommended that school processes for the withdrawal of the student from some aspect(s) of the school program are structured positively to assist in the student's return to acceptable behaviours. An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose is recommended.

Should the student and affected student be in the same classroom, the student will not be permitted to return to the classroom for the remainder of that day.

Out-of-school Suspension

If out-of-school suspension is judged appropriate by the school, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the school ought notify the student's parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication ought to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

It is also recommended that the parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:

- the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
- the school's responsibility for providing learning material during the time of suspension
- the process of settling back into the school environment, and how this is to be facilitated
- arrangements for monitoring the student's progress following his/her return to school.

If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the school authority, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

Catholic Education Melbourne expects that a student shall not be suspended for a total of more than nine school days in any one school year.

Sample letter templates to assist school personnel with suspension, negotiated transfer, and expulsion are available on the [CEVN website](#).

Negotiated Transfer

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.

Negotiated Transfer is an option in circumstances in which it is judged that the student's present school is not the right environment for the student, and that another setting would more suitably meet the student's current and future needs and be the most appropriate means of providing for the student's wellbeing. It may also be that, due to serious behavioural issues, a student's Negotiated Transfer is an appropriate means of providing for the wellbeing of the school community.

When Negotiated Transfer is being offered, the principal (or principal's nominee) ought provide comprehensive advice to the student and the student's parents about the benefits this option would provide, and seek their agreement for a Negotiated Transfer.

Responsibility for negotiating a transfer is with the principal (or principal's nominee) of the school from which the student is to transfer. The following matters need to be considered:

- the environment which would best provide for the student's emotional, social and spiritual needs
- the school which would provide an educational program suitable to the student's needs, abilities and aspirations
- the process by which the transfer is to be negotiated
- the support required by the student and parent(s)/guardian(s) in making the transition.

These and other relevant matters ought be included in the formal record of Negotiated Transfer. If a Negotiated Transfer is desired but cannot be arranged, the Executive Director of Catholic Education Melbourne (and, in the case of a Congregation-owned school, the relevant designated authority) is to be informed in writing, and assistance requested. If a Negotiated Transfer is still unable to be achieved, the student is to remain enrolled at their current school, unless the circumstances are such as to require expulsion.

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Expulsion

It is an expectation of Catholic Education Melbourne that expulsion of a student from a Catholic school in the Archdiocese of Melbourne will not occur except in the most serious of circumstances, and when the following conditions all apply:

- the student has engaged in wrongful behaviour of a serious nature (see definition above), and

- the school's other processes for addressing such behaviours have been applied and not been successful, and
- the welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community.

Only the principal has the authority to expel a student. Catholic Education Melbourne expects that, prior to confirming an expulsion, the principal will:

- explain clearly to the student and the student's parent(s)/guardian(s) the reason(s) for the intended expulsion, and provide them with an opportunity to speak on behalf of the student
- in parish or regional schools, provide to the parish priest / canonical administrator as appropriate, formal written notification of the intended expulsion and the reasons for it and seek endorsement. In addition, provide to the Executive Director of Catholic Education Melbourne formal written notification of the intended expulsion, and the reasons for it, and request that the Executive Director endorse the principal's decision
- in Congregation-owned schools, follow the required endorsement processes of that body.

Should the decision to expel the student be confirmed, the principal must ensure that the expulsion is formally recorded in the school's files, and provide to the parent(s)/guardian(s) of the expelled student a formal Notice of Expulsion. When possible, this notice is to be issued before or on the day the expulsion is to commence, and if that is not possible then as soon after that as possible. This notice needs to include:

- The reason(s) for the expulsion
- The commencement date of the expulsion
- Details of the Review and/or Appeal processes available*

*Natural justice must apply, and consequently there ought be available in every school a formally authorised process by which parent(s)/guardian(s) of an expelled student, and in some circumstances the expelled student himself/herself, may have the expulsion decision reviewed and/or appealed.

Process for Review of an Expulsion Decision

The parent(s)/guardian(s) of a student expelled from a Catholic school may, within five school days (in exceptional circumstances, ten school days) of receipt of the notice of expulsion, formally request of the principal that the decision be reviewed. If the student is living independently from their parent(s)/guardian(s), the student also has this right. The request must be in writing unless that is not possible, and must state the grounds on which the Review is being sought, whether the student and parent(s)/guardian(s) wish to be heard in person, and if they wish to be accompanied at the Review by another person – such a person to be named, and not acting for fee or reward.

Valid grounds for requesting a Review are that:

- proper procedures were not followed by the school in matters related to the expulsion decision, and/or that
- the full details of the case were not considered at the time (additional details to be provided), and/or that
- the decision was too severe, and/or that
- the decision was unjust.

An Expulsion Review Panel, convened by the principal, will hold the review, within five school days if possible. Membership of the panel will be the principal as non-voting chair and three persons nominated by the principal, who were not involved in the original decision and who have school leadership responsibility. The panel will consider the details of the case and, after giving the student and parent(s)/guardian(s) the opportunity to be heard on the grounds of review, determine by majority vote a recommendation to the principal as to whether the expulsion should remain or be repealed.

Having considered the recommendation, the principal will make a decision, and within three school days will formally notify this decision to the person(s) who requested the review, to the Executive Director of Catholic Education and, if a Congregation-owned school, to the relevant Congregational authority.

Process for Appeal against an Expulsion Review Decision

After the Review Process has been concluded, if the expulsion decision is still in place the parent(s)/guardian(s) may appeal against that decision. The parent(s)/guardian(s) may, within five school days (in exceptional circumstances, ten school days) of receipt of the Review decision, lodge a formal Appeal. When a student is living independently from their parent(s)/guardian(s), the student also has the right of appeal.

Valid grounds for requesting an Appeal are that

- proper procedures were not followed in the Review process, and/or that
- the decision to continue the expulsion was unjust.

The Appeal must be in writing to the Executive Director of Catholic Education or, in the case of Congregation-owned school, to the relevant designated Congregational authority. Upon receipt of an Appeal notice, this authority will appoint an officer to investigate the Appeal. When the investigation has been completed, the Officer will deliver their findings to the Executive Director of Catholic Education or Congregational authority, who will formally notify the principal and the person(s) who made the Appeal. If the grounds on which the Appeal was made are found to be true, the expulsion must be repealed. Otherwise, the expulsion will remain.

Following receipt of these findings, the principal will formally notify all parties to the Appeal as to whether the expulsion decision remains or is repealed, and the reason(s) for the decision. This decision will be final, and is not subject to further Review or Appeal within the Catholic Education system.

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Appendix 1: Behaviour Matrix

Appendix 2: Visual Reminders

Appendix 3: Safe Yard Card