STUDENT ENGAGEMENT AND INCLUSION POLICY

POLICY STATEMENT

This policy reflects the Catholic Education Commission Victoria “Whole School Approaches to Supporting Positive Student Behaviour” and was produced in consultation with our school community in October 2016. This policy was adapted from and created with the permission and support of documentation shared with us by our Diocesan colleagues at Lumen Christi Primary School, Delacombe and supports our commitment to being a ‘Child Safe School’ in complying with Ministerial Order 870 (August 2016).

Principal:
Joshua McElgunn

Drafted: October 2016

Next review Year: 2019
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1. SCHOOL PROFILE

While a Catholic school had run in Coleraine intermittently throughout the early 1900’s, St Joseph’s School, Coleraine was officially opened by the Sisters of St Joseph in 1924. The school has remained open since that time and maintains a strong commitment to faith education in the Western District.

In 2016, school enrolments are around 27 students. We have 8 school staff members including a including our pastoral care worker.

Approximately 90% of our school families receive the Camps, Sports & Excursion Funding. The school has an Index of Community Socio-Educational Advantage (ICSEA) of 951.

2. SCHOOL VISION, VALUES AND PHILOSOPHY

At St. Joseph’s school we are committed to the teachings of Jesus and our Christian beliefs. We believe that all students have the ability to learn and we provide a safe and inclusive environment where Gospel values of cooperation, respect and community are the essence of our relationship with God, each other and the earth.

Everyone should be treated with respect. Everyone needs to feel safe and secure. Students need an environment that supports their learning, personal growth and positive self-esteem. Members of the school community (staff, parents and children) work in partnership to uphold this safe and respectful environment.

“I have come that you may have life, and have it to the full.” (John 10:10)

At St Joseph’s School, the procedures used to maintain a disciplined, yet secure, healthy and respectful community, will assist in protecting the rights of each member, and prevent behaviour that is inappropriate and likely to lead to future problems. We aim to promote self-discipline and positive approaches to the development of acceptable behaviour in students. A united and consistent approach to behaviour by staff, students and parents will ensure the effectiveness of the policy.

Our school wide expectations have been agreed upon and endorsed by all staff and our School Advisory Council. They are aligned with the values, principles and expected standards outlined by the CECV Whole School Approaches to Supporting Positive Behaviour.

A statement of ‘RIGHTS AND RESPONSIBILITIES: Students, Staff & Parents/Care Givers’ is included in Appendix 1.

3. GUIDING PRINCIPLES

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will utilise resources and initiatives such as ‘e-Smart’ and ‘Bullystoppers’ to promote and educate students and families on acceptable behaviour and social awareness.
• The school will support families to engage in their child’s learning and build their capacity as active learners.
• The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change.
• The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
• The school will have processes in place to identify and respond to individual students who require additional assistance and support.
• The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. ENGAGEMENT STRATEGIES

To realise our vision, St Joseph’s School has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish, and as such we will put in place strategies to identify these students and provide them with the support they need.

St Joseph’s School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. The school has a school wide approach to ensuring positive behaviour, including the explicit teaching and learning of behaviour expectations using the Consequence Matrix (included in Appendix 4). There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of self and others. The universal (whole-school), targeted (group-specific) and individual engagement strategies used at St Joseph’s School are outlined in our ‘Tiered Response to Breaches of Behaviour Expectations’. (Appendix 6)

5. IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

St Joseph’s School will utilise the following information and tools to identify students in need of extra support using the following strategies:
• Personal information gathered upon enrolment
• Attendance rates
• Academic performance, particularly in literacy and numeracy assessments
• Behaviour observed by staff
• Engagement with student families
• Friendship surveys
• Incident Reports
• Online Bullying Survey (e-Smart)
• School Pastoral Care Worker (role outlined in Appendix 9)

6. BEHAVIOURAL EXPECTATIONS

Shared behaviour expectations for students are detailed at Appendix 3. All students are expected to:
• model the school’s core values
• model the school’s behavioural expectations
• Impact positively on the learning or safety of others
At St Joseph’s School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

Shared behaviour expectations for parents/carers and school staff are also made explicit (Appendix 3).

7. SCHOOL ACTIONS

Responding to challenging behavior
St Joseph’s School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. The Tiered Response to Breaches of Expected Behaviours are outlined in Appendix 6 and the Bullying and Harassment Policy (Appendix 10).

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A school incident form is completed online to record all incidents of problematic/negative behaviour. With the recording of three minor behaviours, the principal will meet with the child and/or their parents.

When responding to problem/negative behaviour, the staff member first determines the level of behaviour and course of action based on the following agreed understandings:

<table>
<thead>
<tr>
<th>Level of Behaviour</th>
<th>Definition of Behaviours</th>
<th>Examples of Behaviours</th>
<th>Response to Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Behaviours that pose a low risk and have a low impact on the safety or wellbeing of self and/or others</td>
<td>Behaviours that potentially disrupt the teaching and learning environment and/or may cause harm to others if unaddressed. Behaviours may include: • Minor breaches of school or classroom rules • Actions or speech that harms or is intended to harm others; • Actions that affect the learning of others. • Careless actions that inadvertently risk the safety of others.</td>
<td>Handled by staff members, at the time it happens. Procedures &gt; Staff may/ will: o Partially remove student away from others (time out) o Request a private meeting with student after class o Ask student to apologise o Ask student to provide restitution o Require student to complete classroom work during breaks or at home o Address a negative behaviour that the student is displaying; o Ask the student to name expected school behaviour; o State and explain expected school behaviour if necessary; and/or o Give positive verbal acknowledgement for expected school behaviour.</td>
</tr>
<tr>
<td>Level of Behaviour</td>
<td>Definition of Behaviours</td>
<td>Examples of Behaviours</td>
<td>Response to Behaviours</td>
</tr>
<tr>
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</tbody>
</table>
| Major              | Behaviours that pose a medium to high risk and have a medium to high impact on the safety or wellbeing of self and/or others | Behaviours that disrupt the teaching and learning environment and/or cause significant harm to others due to the reckless, negligent, or careless actions of individuals. Behaviours may include:  
  - Physical or social emotional harm to others  
  - Reckless endangerment of the safety of others and/or school property  
  - Breach of known school safety protocols  
  - Actions that risk the safety and wellbeing of self and others in the school environment  
  - Actions that form part of an ongoing pattern of harmful behaviours, previously identified with the student and/or their family | Handled by teacher but supported by the Principal or Special Needs Coordinator (as deemed appropriate) as soon as possible. |
|                    |                          |                        | Procedures > Staff may/ will:  
  - Request a private meeting with student after class  
  - Ask student to apologise  
  - Ask student to provide restitution  
  - Require student to complete classroom work during breaks or at home  
  - Move student to a space that poses less of a risk to self/others  
  - Use positive verbal encouragement and support  
  - Name expected school behaviours to the student  
  - Send Yellow Card (Staff Assistance is required ASAP) to office  
  - Send Red Card (Principal Assistance is required immediately) to office  
  - Record and share incident with Principal and/ or Special Needs Coordinator  
  - Notify parents  
  - Request behavioral [program support from Special Needs Coordinator |
| Severe             | Behaviours that pose a severe risk and have a severe impact on the safety or wellbeing of self and/or others | Harmful behaviours of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. Behaviours may include:  
  - Willful damage of school property and resources  
  - Significant physical, sexual or psychological abuse inflicted on another person  
  - Repeated instances of bullying  
  - Serious threats to health, safety and/or integrity of others | Handled by the Principal immediately  
 Procedures > Staff may/ will:  
  - Request Principal's intervention immediately (Red Card)  
  - Record incidents  
  - Notify parents  
  - Request CEO support  
  - DHHS contacted and report made  
  - Remove, limit and/or restrict any potential danger a student poses to others nearby  
  - Attempt to engage the student in calm, reflective and restorative dialogue  
  - Explore suspension/expulsion as a strategy to ensure school safety |
<table>
<thead>
<tr>
<th>Level of Behaviour</th>
<th>Definition of Behaviours</th>
<th>Examples of Behaviours</th>
<th>Response to Behaviours</th>
</tr>
</thead>
</table>
| Critical           | Behaviours that pose an extreme risk and have an extremely high impact on the safety or wellbeing of self and/or others | An Emergency situation or Critical Incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Behaviours may include:  
  - Possession of illegal or dangerous substances, weapons or materials at school  
  - Criminal activity including theft, trespassing, vandalism, assault  
  - Extreme physical, sexual or psychological abuse inflicted on another person  
  - Actions that force the school to enact its emergency or critical incident plans | Handled by the Principal:  
  - Procedures > Staff may/ will:  
    - Request Principal’s intervention immediately (Red Card)  
    - Enact Emergency Management Plan and/or Critical Incident Plan  
    - Contact CEO  
    - Request parental presence  
    - Request Police assistance  
    - Contact DHHS  
    - Arrange for an isolated work station / withdrawal room  
    - Utilise suspension/ expulsion as a strategy to ensure school safety |

Consequences for each behaviour can be found in the ‘Consequence Matrix’ (Appendix 4)

**Intervention and Behaviour Support**

Intervention and Behaviour support is offered in the form of programs and strategies such as:  
- ‘Bounce Back lessons’ (Resilience Curriculum)  
- Program Support Group (PSG) Meetings  
- Behaviour Management Plans  
- Scheduled Learning Officer Support  
- ‘Learning to Learn’ Program  
- Referral to Pastoral Care Worker  
- Referral to CEO Psychologist  
- Engagement of DHHS  
- Engagement of Victoria Police  
- Engagement of Community Police Partners

Where a student acts in breach of the behaviour expectations of our school community, we will institute a staged response. (Appendix 5).

**Disciplinary measures** (Appendix 5) may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies.

St Joseph’s School is committed to training, supporting and empowering staff members to:  
- Maintain a culture of respect and inclusivity at the school;  
- Working with other staff members and professionals to develop behaviour support strategies;  
- Monitor the impact of support for individual students through ongoing data collection;  
- Make adjustments as required for particular students;  
- Develops Behaviour Support Plans and;  
- Work with the School Administration to achieve behavioural continuity and consistency.
Following a referral from the Principal or Special Needs Coordinator, teachers make contact with parents and any relevant staff members to form a support team that will support the behaviour management of the student. In many cases, the support team will include individuals from other agencies already working with the student and their family, a representative from the school’s administration and the Catholic Education Office Ballarat (CEOB).

Disciplinary measures (greater detail is provided in Appendix 5) that may be applied include:
- Restorative practice approaches (e.g. repairing damage caused)
- Withdrawal of privileges (e.g. Timeout, not attending excursions)
- Parent consenting withdrawal from class activities for a specified period.
- Detention
- Suspension (in-school/out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment is NOT an acceptable behaviour management strategy and must NOT be used under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the **CEOB Guidelines for Behaviour Support (2016)** have been met. Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the **CEOB Guidelines for Behaviour Support (2016)**.

8. **ENGAGING WITH FAMILIES**

The School values parent/carer input into its operations and curriculum offerings and seeks feedback through the SRC Insight survey, and from parent representatives on School Advisory Council. The School Advisory Council provides support and encouragement to the Parents’ Association in our efforts to build a stronger sense of community.

The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will create successful partnerships with parents/carers and families by:
- ensuring all parents/carers are aware of this Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in their child’s Program/Behaviour Support Groups where applicable

Parents responsibilities for supporting their child’s attendance and engagement are outlined in Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and expectations are outlined in **CECV Safe and Sound Practice Guidelines (Occupational Violence) 2014** document. Grievance procedures and processes are outlined in Appendix 8.
9. EVALUATION

Data collection and analysis
Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.
Some of sources of data used are:
- the Insight SRC School Survey data
- school level report data
- parent survey data
- student survey data
- e-Smart bullying surveys
- data from case management work with students: e.g. Personalised Learning Plans, Student Support Groups, Student Assessment Folders, Profiles,

Review of this policy
This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.
STATEMENT OF RIGHTS AND RESPONSIBILITIES:

Students/Staff & Parents/Care Givers

It is the right of all members of the St Joseph’s Primary School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

Principal and teachers concerned have the right to be informed, within Privacy requirements about matters relating to students that may impact on the teaching and learning for that student.

All members have an obligation to ensure school property is appropriately used and maintained.

Student rights and responsibilities:

- To be provided with the opportunities to reach their full potential.
- To work in a healthy, safe and non-discriminatory environment.
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance.
- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification.
- To have specific needs addressed.
- To be responsible learners and assist in the creation of a safe learning environment.
- To participate fully in the school’s educational program.
- To be positive and enthusiastic members of the school community.
- To follow class and school rules.
- To respect own and school property.
- To respect and value the opinions of others.
- To treat all members of the school community with respect.
- To be active participants in their own learning engaging in personal goal setting that is realistic, attainable and challenging.

Staff rights and responsibilities:

- To build positive relationships with students as the basis for engagement and learning.
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber bullying) see Bullying and Harassment Policy.
- To work effectively in a healthy, supportive, non-discriminatory and stimulating environment.
- To pursue professional development.
- To treat all students, staff and parents with respect, courtesy, dignity and fairness.
- To teach a differentiated curriculum based on current educational philosophies that engages and challenges children in their learning.
- To follow school policy and procedures.
- To be positive role models at school and in the community.
- To be an active member of a Professional Learning Community (PLC), working with colleagues and sharing expertise in Professional Learning Teams (PLTs) with a strong focus on collaboration learning, assessment and results.
- To work in partnership with parents, carers and members of the wider school community and maintain a professional relationship at all times.
- To behave and dress in an appropriate and professional manner.
- To promote a positive image of the school in the community.
- To respect privacy and confidentiality.
- To demonstrate standards set by the Victorian Institute of Teaching (VIT).
Parent/Caregiver rights and responsibilities:

- To support the school’s Catholic ethos, traditions and practices.
- To know that their children are in a safe and happy learning environment.
- To be informed about student behaviour and consequences- both positive and negative.
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber bullying).
- To be active partners in the learning and development of their children.
- To positively support class/school behaviour expectations.
- To ensure students are punctual and attend school regularly.
- To support the school’s dress code.
- To engage in regular and constructive discussion with school staff regarding their child’s learning and behavior.
- To use appropriate grievance procedures always acting in a respectful and constructive manner (see St Joseph’s Parent School Relationship Code of Conduct).
- To promote a positive image of the school in the community and in social media.
- To respect privacy with confidentiality.

Where there is a breach in the Statement of Rights and Responsibilities, refer to the CECV Safe and Sound Practice Guidelines (Occupational Violence) 2014.
## STUDENT ENGAGEMENT STRATEGIES

<table>
<thead>
<tr>
<th>Universal strategies</th>
<th>Targeted strategies</th>
<th>Individual strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Our school will deliver a broad curriculum.</td>
<td>• All staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</td>
<td>• Strategies to support attendance and engagement of individual students include:</td>
</tr>
<tr>
<td>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.</td>
<td>• All teaching staff will apply a trauma-informed approach (using <em>Calmer Classrooms: A Guide to Working with Traumatised Children</em>, and similar resources) to working with students who have experienced trauma.</td>
<td>o Meet with student and their parent/carer to talk about how best to help the student engage with school.</td>
</tr>
<tr>
<td>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.</td>
<td>• Teachers will familiarize themselves with docs...</td>
<td>o Establish a Student Support Group.</td>
</tr>
<tr>
<td>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</td>
<td></td>
<td>o Seek extra resources under the Students with Disabilities Program for eligible students</td>
</tr>
<tr>
<td>• All students will have the opportunity to participate in a social and emotional learning: explicit teaching of pro-social expectations, Bounceback, etc.</td>
<td></td>
<td>o Develop a Behaviour Support Plan and/or Personalised Education Plan.</td>
</tr>
<tr>
<td>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.</td>
<td></td>
<td>o Consider if any environmental changes need to be made, for example changing the classroom set up.</td>
</tr>
</tbody>
</table>

- Meet with student and their parent/carer to talk about how best to help the student engage with school.
- Establish a Student Support Group.
- Seek extra resources under the Students with Disabilities Program for eligible students.
- Develop a Behaviour Support Plan and/or Personalised Education Plan.
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services.
- Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies - Centacare, CASA.
## Shared Behaviour Expectations

### Parents/Carers and Staff

<table>
<thead>
<tr>
<th><strong>Engagement (participation in the classroom and other school activities)</strong></th>
<th><strong>Parents/Carers</strong></th>
<th><strong>Principal &amp; School Staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs.</strong></td>
<td>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs.</td>
<td>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</td>
</tr>
<tr>
<td><strong>Support their child in their preparedness for the school day and in the provision of a supportive home environment.</strong></td>
<td>• Support their child in their preparedness for the school day and in the provision of a supportive home environment.</td>
<td>• The school will provide an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</td>
</tr>
<tr>
<td><strong>Monitor their child’s school involvement and progress and communicate with the school when necessary.</strong></td>
<td>• Monitor their child’s school involvement and progress and communicate with the school when necessary.</td>
<td>• The school will work with parents to assist them in acquiring a ‘Working With Children Certificate’ where specific engagement activities with children require them to do so.</td>
</tr>
<tr>
<td><strong>Are informed and supportive of school programs and actively participate in school events/parent groups.</strong></td>
<td>• Are informed and supportive of school programs and actively participate in school events/parent groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Work with the school administration to acquire a ‘Working With Children Certificate’ where their engagement with children requires them to do so.</strong></td>
<td>• Work with the school administration to acquire a ‘Working With Children Certificate’ where their engagement with children requires them to do so.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attendance</strong></th>
<th><strong>Parents/Carers are expected to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ensure that their child’s enrolment details are correct and up to date</strong></td>
<td>• ensure that their child’s enrolment details are correct and up to date</td>
</tr>
<tr>
<td><strong>ensure their child attends regularly and punctually</strong></td>
<td>• ensure their child attends regularly and punctually</td>
</tr>
<tr>
<td><strong>advise the school as soon as possible when a child is absent</strong></td>
<td>• advise the school as soon as possible when a child is absent</td>
</tr>
<tr>
<td><strong>account for all student absences</strong></td>
<td>• account for all student absences</td>
</tr>
<tr>
<td><strong>keep family holidays within scheduled school holidays</strong></td>
<td>• keep family holidays within scheduled school holidays</td>
</tr>
<tr>
<td><strong>Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences</strong></td>
<td>• Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences</td>
</tr>
</tbody>
</table>

In accordance with legislation released March 1, 2014 the school will:

- proactively promote regular attendance
- mark rolls accurately each morning & afternoon
- follow up on any unexplained absences promptly and consistently
- identify trends via data analysis
- report attendance data in the school’s Annual Report
- support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies
## Behaviour

**Parents/Carers** are expected to:

- Have high expectations of their child’s behaviour and an understanding of the school’s behavioural expectations.
- Communicate with the school regarding their child’s circumstances.
- Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.

**Principal & School Staff**

The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child.

The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.

The school will consistently apply this Student Engagement and Inclusion Policy through a shared collegiate understanding and only exclude students in extreme circumstances.

The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.

Staff will show respect to all students by engaging in dialogue and actions that are positive, encouraging and respectful.
### ESTABLISHING SCHOOL EXPECTATIONS: St Joseph’s Primary School Teaching and Learning Matrix

<table>
<thead>
<tr>
<th></th>
<th>PLAYGROUND Includes Oval, Sandpit, Asphalt and Playgrounds</th>
<th>END OF DAY FRONT OF SCHOOL Includes Bus Lanes, Bikes, Waiting for pick up</th>
<th>TOILETS</th>
<th>CLASSROOM and SHARED LEARNING SPACES</th>
<th>ACTIVITY CENTRE/ SPECIALISTS</th>
<th>LIBRARY/ TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> SAFETY</td>
<td>We look out for others. We are aware of our surroundings. We keep our hands to ourselves.</td>
<td>We wait quietly in line. We wait sensibly for pick up. (We are aware of our surroundings.) We look out for traffic We listen to instructions from teachers and parents We look out for each other.</td>
<td>We don’t litter. We are sensible and use the toilets appropriately.</td>
<td>We follow our class charter. We use an inside voice. We walk. We use our equipment safely.</td>
<td>We follow the instructions We use an inside voice. We walk unless instructed otherwise.</td>
<td>We follow our class charter. We use an inside voice. We walk.</td>
</tr>
<tr>
<td><strong>H</strong> Have RESPECT</td>
<td>We share the space. We respect personal space. We follow the rules of games. We respect everyone’s right to use the equipment. (We share) We look after the equipment.</td>
<td>We listen to, and follow instructions from teachers, parents and visitors. We leave the front of our school clean and tidy.</td>
<td>We walk in the toilet. We flush. We respect privacy We only use what we need to use.</td>
<td>We respect teachers, guests, visitors and other students. We take care of equipment and resources. We leave things in good order for others.</td>
<td>We respect teachers, guests, visitors and other students. We take care of the equipment and resources. We leave things in good order for others.</td>
<td>We respect teachers, guests, visitors and other students. We take care of classroom equipment and resources. We leave things in good order for others and return books on time.</td>
</tr>
<tr>
<td><strong>I</strong> INCLUDE others</td>
<td>We let others play. We play fairly. We know that everyone’s welcome.</td>
<td>We quickly let others into bus lanes. Everyone is welcome to play settled games while we wait to be collected.</td>
<td>We make it easy for others to go to the toilet.</td>
<td>We believe everyone is welcome. We know that everyone has the right to learn. We take turns. We allow others to join in.</td>
<td>We make specialist teachers feel valued.</td>
<td>We make sure we return books and log off of computers so that everyone has equal opportunities.</td>
</tr>
<tr>
<td><strong>N</strong> NEVER give up</td>
<td>We can bounce back. We can accept a loss.</td>
<td>We ask for help if we don’t know what to do.</td>
<td>We try to go at the right time. Even when we are in a hurry we use good habits in the toilet.</td>
<td>We keep trying even when things seem hard. We ask for help if we need to.</td>
<td>We keep trying even when things seem hard. We ask for help if we need to.</td>
<td>We keep trying even when things seem hard. We ask for help if we need to.</td>
</tr>
<tr>
<td><strong>E</strong> EXCELLENCE</td>
<td>We follow the rules of a game. We get along. We love our environment We care and take pride in our playground.</td>
<td>We get to bus lanes quickly. We model our best ‘Lumen Christi’ behaviour</td>
<td>We have excellent personal hygiene. We are water wise.</td>
<td>We are honest. We give our best. We put 100% effort into tasks. We encourage others to do the right thing.</td>
<td>We are willing to try new things. We value new learning opportunities.</td>
<td>We share our knowledge and abilities. We use our resources wisely.</td>
</tr>
</tbody>
</table>
### Stage 1: Promoting positive behaviour and preventing behavioural issues: Universal Strategy

**Positive Behaviour Strategies & Restorative Practices**

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and teach school-wide expectations for all.</td>
<td>Implement the ‘Consequence Matrix’ and ‘Tiered Behaviour Index’ Development and implementation of programmes such as ‘Bounce Back’ All children will be given the opportunity to revisit school norms and consequences of breaking these norms at the beginning of each year (Learning to Learn). Each classroom will develop its own class norms and consequences at the beginning of each year. These norms and consequences will align with overall school norms and consequences. The wider school community will be informed about school norms and consequences through the</td>
</tr>
<tr>
<td>Establish whole school positive behaviour programs.</td>
<td>A schoolwide approach to promoting positive behaviour will be adopted, using proactive strategies for defining, teaching, and supporting appropriate student behaviours, to create a positive school environment. Positive behaviour strategies include: • Explicitly teaching school wide behaviour expectations according to the ‘Consequence Matrix’ • Evidence based practice • Acknowledgement, award and reward systems • A ‘Wellbeing’ hour built into the curriculum each week</td>
</tr>
<tr>
<td>Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.</td>
<td>• Collect data from incident reports • Teacher observations • PLT discussions • Program Support Group Meetings • Personalised Learning Plans • Online survey data • Sociograms</td>
</tr>
</tbody>
</table>
### Stage 2: Responding to individual students exhibiting challenging behaviour: Tier 2 & 3

<table>
<thead>
<tr>
<th><strong>Suggested strategies</strong></th>
<th><strong>School actions</strong></th>
</tr>
</thead>
</table>
| Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). | Staff endeavour to ‘Talk First’ in a ‘seek to understand’ context where all parties involved can help the staff member piece together a fair account of the incident.  
Resororative practices including mediation, are explored.  
If required, staff refer to Tiered Behaviour Index and Consequence Matrix to assess the level of behaviour and enforce an appropriate consequence. |
| Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer) | Principal, Teacher, Special Needs Coordinator, Parents and Student arrange a mutual time to meet  
The group collectively review the student’s behaviours and create a behaviour support plan with specific short term, achievable goals for behavioural improvement  
Behaviour plan group meets again at the end of each term to decide on future goals and direction. |
| Consider if any environmental changes need to be made. | Behavioral incidents that risk the safety and/or wellbeing of any student are reviewed at a weekly staff meeting.  
Staff look at factors that contributed to the incident and investigate whether there are environmental changes that could be made to replace, restrict or remove risk factors in the future. |
| Teach replacement behaviours. | Staff develops school rules and promotes positive behaviours visibly around the school  
Students who uphold school expectations and are used as positive role models to the student body through the use of awards and recognition in school media  
Students who willingly breach school behavioural expectations will be expected to revisit the ‘Learning to Learn – School Behaviours Module’ (online) during their break times. |
| Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support | Staff work with Pastoral Care Worker / Chaplain to target behavioural support needs of individual students
Staff makes contact with agencies outside of school such as CASA, Centa Care, Child First, Brophy Family Services, etc. to assist in supporting individual students |
|---|---|
| Establish a student support group | Student support groups are made up of the Principal, Teacher, Special Needs Coordinator, Parents but can also include CEOB Psychologists, outside agency case managers and Pastoral Care workers if required.
The group meets termly to discuss and evaluate the behavioural needs and direction of the student |
| Implement appropriate disciplinary measures that are proportionate to problem behaviours | Staff refer to Tiered Behaviour Index and Consequence Matrix to assess the level of behaviour and enforce an appropriate and proportionate consequence. |

**Disciplinary Measures**

Disciplinary measures will always be proportionate to the nature of the behaviour, and will be employed in combination with support measures to identify and address causes of the behaviour.

**The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any school**

**In-school discipline**

Tiered in-school disciplinary measures will be used to guide and to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours.

**Withdrawal of privileges**

If appropriate student privileges will be withdrawn as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary however they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, the school will ensure that:

- The withdrawal is time-limited;
- The reasons for and period of the withdrawal is clearly communicated to the student;
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated; and,
- Consideration is given to the impact on the student’s engagement (i.e. where the withdrawal of a privilege may contribute to a student’s risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).
**Withdrawal from class**
If a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

The school have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

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

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

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

Where the decision is made that an after-school detention is appropriate, the principal will ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, schools may choose to negotiate alternative disciplinary measures with the parent or carer.

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

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

**Suspension**
A student may be suspended for serious behaviours that deliberately and wilfully destroy property or interfere with the educational opportunities of others.

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

**Expulsion/Negotiated Transfer**
Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled.

When all avenues for the child’s inclusion and engagement have been exhausted a meeting may be convened by the principal with the Principal/Special Needs Coordinator and the parents to initiate a negotiated transfer or expulsion.
### APPENDIX 6

**TIERED BEHAVIOUR INDEX**

Each classroom has a **RED** and **YELLOW** card in the Student Information folder next to the Computer. If you require support for any behavior or incident please send a Learning Support Officer, volunteering adult or, as a final option, a ‘reliable’ child to the office with:

- The **YELLOW** card: (if the need is not of an urgent nature) Another staff member is required in the classroom as soon as possible
- The **RED** card: (if the need is of an urgent nature) The Principal or Special Needs Coordinator is required in the classroom immediately

#### Tier 1: Universal Response

100% of students, 100% of the time

A process of intervention managed by the classroom teacher &/ or the Yard Duty teacher and implemented within the regular learning environment and playground through a joint understanding of our school rules, tiered behavioural expectations and consequence matrix.

Follow the “5 Steps to Classroom & Playground Control”:

1. **Remain calm**
2. **Warn with rights based warning** “Your behaviour is disturbing others, please stop”.

#### Tier 2: Minor Problem Behaviour

Students who require additional support

(Incident Report must be created for Tier 2 behaviours, see individual behaviours)

A process of assessment and intervention developed jointly by the classroom teacher and Learning Support, School Leadership, Student Welfare, Wellbeing Coordinator and Psychologist. To be implemented in the regular learning environment and playground.

Follow the “5 Steps to Classroom & Playground Control”:

1. **Remain calm**
2. **Warn with rights based warning** “Your behaviour is disturbing others, please stop”.
3. **Reassert** “I understand and we can discuss this later. Right now please...”
4. **Give choice**: “You have a choice. If you won’t comply you will have a timeout or further consequence”

#### Tier 3: MAJOR Problem Behaviour

Students who require individualised intervention

(Incident Report must be created for Tier 3 behaviours, see individual behaviours)

This level of intervention is for the students who present with complex on-going difficulties and are considered significantly at risk. Schools seek the involvement of CEO staff, in addition to external agencies, to complete detailed assessments and intervention plans. Where the behaviour is of a serious nature, it may require the implementation of the Serious/Critical Incidence Response, and constitute the commission of a criminal offence, Victorian Police may be contacted.

Follow the “5 Steps to Classroom and Playground Control”:

1. **Remain calm**
2. **Warn with rights based warning** “Your behaviour is disturbing others, please stop”.
3. **Reassert** “I understand and we can discuss this later. Right now please...”
4. **Give choice**: “You have a choice. If you won’t comply you will have a timeout or further consequence”
5. **Give choice**: “You have a choice. If you won’t comply you will have a timeout or further consequence”
6. **Remain calm**
7. **Warn with rights based warning** “Your behaviour is disturbing others, please stop”.

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Lumen Christi Primary School Policy
### Tier 1: Universal Response

100% of students, 100% of the time

Alternatively, try a **re-direction procedure**.

The staff member takes the student aside and:

1. names the behaviour that the student is displaying;
2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary; and gives positive verbal acknowledgement for expected school behaviour.

### Tier 2: Minor Problem Behaviour

Students who require additional support
(Incident Report must be created for Tier 2 behaviours, see individual behaviours)

5. Follow through with graded consequences:
   a. Move student to another seat / isolated area of the classroom/playground
   b. Remove to another classroom or to the specified Timeout area for time out (timeframes for grades as per Minor Problem Behaviour
   c. Organise conference/restorative chat to include Principal/Special Needs Coordinator

8. Reassert “I understand and we can discuss this later. Right now please...
9. Give choice “You have a choice. If you will not comply you will have a timeout or other consequence.”
10. Follow through with graded consequences:
    d. Move student to another seat / isolated area of the classroom/playground
    e. Remove to another classroom or to the specified Timeout area for time out (timeframes for grades as per Minor Problem Behaviour
    f. Organise conference/restorative chat to include Principal/Special Needs Coordinator

### Misuse of Digital Technology

Inappropriate use of equipment - not doing what asked to do, accessing the internet or approved programs or software without permission.

- Warning: state and explains expected school behaviour
  * 2 warnings results in Tier 2 redress
- Timeout from device
  F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins
  * 2 timeouts results in Tier 2 redress
- Complete timeout form

### Misuse of Digital Technology

Ongoing inappropriate use of equipment - not doing what asked to do, using the equipment to access social media, home apps, chat functions

- Removal of technology (Set period of time - day, week)
  * 3 removals per year results in Tier 3 redress
- Parent contacted by staff
- Complete incident report

### Misuse of Digital Technology

Student engages in ongoing inappropriate (as defined by the school) use of mobile phones, iPads, music/video players, camera and/or computer. Includes cyber bullying and using the internet/digital media to cause harm or put the health and wellbeing of others at risk.

- Withdrawal of the Technology (Extended period)
- Notify the Principal/Special Needs Coordinator
- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- Responding to Serious Offences process (see appendices)
- In school suspension (out of school suspension to be considered)
- Complete incident report
<table>
<thead>
<tr>
<th>Tier 1: Universal Response</th>
<th>Tier 2: Minor Problem Behaviour</th>
<th>Tier 3: MAJOR Problem Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students, 100% of the time</td>
<td>Students who require additional support (Incident Report must be created for Tier 2 behaviours, see individual behaviours)</td>
<td>Students who require individualised intervention (Incident Report must be created for Tier 3 behaviours, see individual behaviours)</td>
</tr>
</tbody>
</table>

**Property damage/ Vandalism**
Student acts recklessly or participates in an activity that results in minor damage to property (school or personal).

- Remind / state expected behaviours
- Damages logged in maintenance register

**Property damage/ Vandalism**
Student participates in an activity that results in significant destruction, defacing or disfigurement of property (school or personal).

- Time out (F -5mins, 1/2 10mins, 3/4 15mins, 5/6 20 mins)
- Parents notified.
- Property needs to be restored or replaced (replacement form to fill out and send home)
- Complete time out form
  - 3 time outs results in Tier 3 redress

Send for Help:
- Yellow card

**Property damage/ Vandalism**
Student deliberately impairs the usefulness of property or participates in an activity that results in substantial destruction or disfigurement of property. e.g. graffiti on school property/ grounds, willful destruction of property.

- Removal of student from area
- May need to secure the area to maintain safety for students and staff
- Damage /replacement costs to be met by family

Send for Help:
- Red card - Principal/Special Needs Coordinator
- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- Responding to Serious Offences process (see appendices)
- In / Out of school suspensions to be considered

**Disruption/ interference to other’s learning**
Random behaviour causing an interruption in a class or activity. Disruption includes talking, being out of seats and/or generally distracting others.

- Remind / state expected behaviours
- Positive reinforcement of students that subsequently make the right decision to comply

**Disruption/ interference to other’s learning**
Ongoing behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

- Remind / state expected behaviours
- Positive reinforcement of students that subsequently make the right decision to comply

Send for Help:
- Yellow card
- Removal of student from class or school activities e.g. Sport, incursions, excursions or other activities, representing the school in an event.
- Student placed in a buddy classroom & supervised by the Principal/Special Needs Coordinator

**Disruption/ interference to other’s learning**
Behaviour causing an interruption in an activity. Disruption includes loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behaviour. This is ongoing beyond tier two behaviors.

Send for Help:
- Red card
- Responding to Serious Offences process (see appendices)
- Notify the Principal/Special Needs Coordinator
### Tier 1: Universal Response

100% of students, 100% of the time

- Complete time out form
  - * 3 timeouts results in Tier 3 redress

### Tier 2: Minor Problem Behaviour

Students who require additional support

(Incident Report must be created for Tier 2 behaviours, see individual behaviours)

- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- In school Principal/Special Needs Coordinator
- Out of school suspension to be considered
- Complete incident report

### Tier 3: MAJOR Problem Behaviour

Students who require individualised intervention

(Incident Report must be created for Tier 3 behaviours, see individual behaviours)

- Principal/Special Needs Coordinator responds
- Parent conference
- Intervention such as a behaviour contract may be used

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### Uniform

- Student unusually to wear clothing that is near, but not within, the school uniform guidelines e.g. foot wear, jumpers.
- Student continues to wear clothing that is near, but not within, the school uniform guidelines e.g. foot wear, jumpers, despite being spoken to about the issue.

#### Uniform:

- Student continues to wear clothing that is not within, the school uniform guidelines e.g. foot wear, jumpers, despite being spoken to on more than two occasions about the issue.

### Defiance/disrespect/non-compliance

- Random refusal to follow directions, talking back and/or socially rude in their interactions.
- Ongoing refusal to follow directions, talking back and/or socially rude in their interactions despite first warning

#### Defiance/disrespect/non-compliance

- Refusal to follow directions, talking back and/or socially rude interactions despite having been spoken to more than twice.

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### Defiance/disrespect/non-compliance

- Remind / state expected behaviours
- Positive reinforcement of students that subsequently make the right decision to comply

#### Send for help:

- Yellow Card
- Time out in the timeout area (Staff member makes the call as to whether this happens immediately or after a 20-30 minute ‘cool down’ period) F -5mins, 1/2 -10 min, 3/4 -15 mins, 5/6 -20 mins
  - * 3 timeouts results in Tier 3 redress
- Complete time out form

### Defiance/disrespect/non-compliance

- Remind / state expected behaviours
- Positive reinforcement of students that subsequently make the right decision to comply

#### Send for help:

- Red card
- Responding to Serious Offences process (see appendices)
- Notify the Principal/Special Needs Coordinator
- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- In school suspension, out of school suspension to be considered
- Complete incident report
### Tier 1: Universal Response

**100% of students, 100% of the time**

- **Abusive language/ inappropriate language/ profanity**
  - Knowingly or unknowingly causing offense to another person.
  - eg. swearing at someone, name calling with intent, use of words in an inappropriate way.

### Tier 2: Minor Problem Behaviour

- **Students who require additional support**
- (Incident Report must be created for Tier 2 behaviours, see individual behaviours)

- **Abusive language/ inappropriate language/ profanity**
  - Purpose and intent is to cause offense to another person after second warning.
  - eg. swearing at someone, name calling with intent, use of words in an inappropriate way.

### Tier 3: MAJOR Problem Behaviour

- **Students who require individualised intervention**
- (Incident Report must be created for Tier 3 behaviours, see individual behaviours)

- **Abusive language/ inappropriate language/ profanity (Bullying/Harassment)**
  - Students deliver repeated, targeted disrespectful and/or hurtful behaviours (verbal / nonverbal and cyber threats and intimidation, obscene gestures, pictures or written notes) towards others including sustained physical, psychological or emotional attacks of discrimination by race, religion, gender, disability, age, and/or origin are unacceptable.

#### Send for Help:
- **Yellow card**
  - Remind / state expected behaviours
  - Time Out F - 5mins, 1/2 - 10 min, 3/4 - 15mins, 5/6 - 20mins
  - Complete time out form

- **Red card**
  - Establish safety for student/s.
  - Responding to Serious Offences process (see appendices)
  - Notify the Principal/Special Needs Coordinator
  - Parents called and meeting organised
  - Time with Principal/Special Needs Coordinator
  - In / Out of school suspension be considered
  - Complete incident report
  - Refer to the Bullying/ Harassment Policy
<table>
<thead>
<tr>
<th>Tier 1: Universal Response</th>
<th>Tier 2: Minor Problem Behaviour</th>
<th>Tier 3: MAJOR Problem Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students, 100% of the time</td>
<td>Students who require additional support (Incident Report must be created for Tier 2 behaviours, see individual behaviours)</td>
<td>Students who require individualised intervention (Incident Report must be created for Tier 3 behaviours, see individual behaviours)</td>
</tr>
</tbody>
</table>

### Excluding Others

- Inadvertent exclusion of others from learning or play.
- Deliberate exclusion of others from learning or play 3 times

#### Excluding Others

- Remind / state expected behaviours
- Discuss ways to support inclusion

#### Send for Help:

- Yellow Card
- Time out: F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins
- *3 timeouts results in Tier 3 redress

#### Physical Contact

- Student engages in non-serious, but inappropriate or reckless physical contact.
- Student engages in moderately serious, but inappropriate or reckless physical contact after the issue has been brought to their attention on more than one occasion

#### Physical Contact

- Students reminded of ‘Hands and Feet to Ourselves’ rule and asked to take more care
- Student is asked to assist in tending to any student affected by their actions

#### Send for Help:

- Complete time out form AND incident report
- Time out: F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins
- *3 timeouts results in Tier 3 redress

#### Fighting/Physical aggression

- Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching etc.)

#### Send for Help:

- Red card
- Responding to Serious Offences process (see appendices)
- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- In / Out of school suspension be considered
- Complete incident report

- Establish safety for other students. Intervene where necessary to provide safety to all.
- We would provide duty of care to students, this may require removing the children from the location or situation.

#### Send for Help:

- Red card - Principal/Special Needs Coordinator
- Responding to Serious Offences process (see appendices)
- Notify the Principal/Special Needs Coordinator
- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- In / Out of school suspension be considered
- Complete incident report
### Tier 1: Universal Response

**100% of students, 100% of the time**

<table>
<thead>
<tr>
<th>Inappropriate Display of Affection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in displays of affection (verbal or physical) that makes other staff or student feel uncomfortable.</td>
</tr>
</tbody>
</table>

- Student is asked to step back out of a person’s personal space or ‘bubble’
- Students reminded of ‘Hands and Feet to Ourselves’ rule and asked to take more care
- Suggest and discuss appropriate compliments or gestures with both parties

<table>
<thead>
<tr>
<th>Inappropriate Location/Out of Bounds/Off School Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is randomly found in an area that is outside of school boundaries</td>
</tr>
</tbody>
</table>

- Students are reminded to step back inside the school boundaries or grounds and reminded of the dangers around being in unsafe areas.

### Tier 2: Minor Problem Behaviour

**Students who require additional support**

*(Incident Report must be created for Tier 2 behaviours, see individual behaviours)*

<table>
<thead>
<tr>
<th>Inappropriate Display of Affection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in ongoing (more than once) inappropriate (close proximity, kissing) verbal and/or physical gestures/contact, of a sexual nature to another student/adult (consensual or nonconsensual)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Send for help:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Yellow Card</td>
</tr>
<tr>
<td>- Time out F-5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins</td>
</tr>
<tr>
<td>- Parents notified</td>
</tr>
<tr>
<td>- Complete time out form</td>
</tr>
</tbody>
</table>

### Tier 3: MAJOR Problem Behaviour

**Students who require individualised intervention**

*(Incident Report must be created for Tier 3 behaviours, see individual behaviours)*

<table>
<thead>
<tr>
<th>Inappropriate Display of Affection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engages in inappropriate (as defined by the school) verbal and/or physical gestures/contact of a sexual nature to another student/adult, either consensual or nonconsensual. (Also includes Cyber Safety policy for actions such as sexting)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Send for help:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Red Card (removal and separation of students)</td>
</tr>
<tr>
<td>- Responding to Serious Offences process (see appendices)</td>
</tr>
<tr>
<td>- Notify the Principal/Special Needs Coordinator</td>
</tr>
<tr>
<td>- Parents called and meeting organised</td>
</tr>
<tr>
<td>- Time with Principal/Special Needs Coordinator</td>
</tr>
<tr>
<td>- In school suspension, out of school suspension to be considered</td>
</tr>
<tr>
<td>- Complete incident report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate Location/Out of Bounds/Off School Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student continues to frequent, putting themselves or others at risk, in an area that is outside of school boundaries (as defined by school) on more than two occasions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Send for help:</th>
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<tbody>
<tr>
<td>- Red Card</td>
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<tr>
<td>- Notify the Principal/Special Needs Coordinator</td>
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<td>- Time with Principal/Special Needs Coordinator</td>
</tr>
<tr>
<td>- Respond to Serious Offences process (see appendices)</td>
</tr>
<tr>
<td>- In or out of school suspension to be considered</td>
</tr>
</tbody>
</table>
## Tier 1: Universal Response

100% of students, 100% of the time

<table>
<thead>
<tr>
<th>Theft</th>
<th>Theft</th>
<th>Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is in possession of, having passed on, or being responsible for removing someone else's property - this is a random, singular occurrence</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else's property - this has happened more than once.</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else's property - this has happened more than twice.</td>
</tr>
</tbody>
</table>

- Timeout given F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 - 20mins
- Student to return or replace the stolen property
- Complete time out form

## Tier 2: Minor Problem Behaviour

Students who require additional support
(Incident Report must be created for Tier 2 behaviours, see individual behaviours)

<table>
<thead>
<tr>
<th>Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is in possession of, having passed on, or being responsible for removing someone else's property - this has happened more than once.</td>
</tr>
</tbody>
</table>

- Notification of parents
- Timeout F -5min, 1/2 -10 min, 3/4 -15mins, 5/6 - 20mins
- Student to return or replace the stolen property.
- Complete time out form

## Tier 3: MAJOR Problem Behaviour

Students who require individualised intervention
(Incident Report must be created for Tier 3 behaviours, see individual behaviours)

<table>
<thead>
<tr>
<th>Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is in possession of, having passed on, or being responsible for removing someone else's property - this has happened more than twice.</td>
</tr>
</tbody>
</table>

- Notification of parents
- Timeout given F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 - 20mins
- Student to return or replace the stolen property.
- Complete time out form
- Potential police involvement

### Sexualised Behaviour/s

Student exposes self to another, student engages in sexualised behaviour.

- Establish safety for student/s.

### Send for Help:

- Red card
- Responding to Serious Offences process (see appendices)
- Notify the Principal/Special Needs Coordinator
- Parents called and meeting organised
- In school suspension, out of school suspension to be considered
- Refer to Victoria Police/DHS as appropriate
- Complete incident report
<table>
<thead>
<tr>
<th>Tier 1: Universal Response</th>
<th>Tier 2: Minor Problem Behaviour</th>
<th>Tier 3: MAJOR Problem Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students, 100% of the time</td>
<td>Students who require additional support (Time out slip/Incident Report must be created for Tier 2 upwards, see individual behaviours)</td>
<td>Students who require individualised intervention Incident Report must be created</td>
</tr>
</tbody>
</table>

**Possession or drugs or tobacco**
Student is in possession of or is using illegal drugs/substances or imitations, or tobacco.

- Establish safety for student/s.
- Send for Help:
  - Red card
  - Notify the Principal/Special Needs Coordinator
  - Parents called and meeting organised
  - Time with Principal/Special Needs Coordinator
  - Responding to Serious Offences process (see appendices)
  - In school suspension, out of school suspension to be considered
  - Refer to Victoria Police/DHS as appropriate
  - Complete incident report.

**Weapon/s**
Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

- Establish safety for student/s
- Send for Help:
  - Red card
  - Notify the Principal/Special Needs Coordinator
### Tier 1: Universal Response

100% of students, 100% of the time

**Approval and Inclusion Policy**

### Tier 2: Minor Problem Behaviour

Students who require additional support

(Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)

**Approval and Inclusion Policy**

### Tier 3: MAJOR Problem Behaviour

Students who require individualised intervention

Incident Report must be created

**Approval and Inclusion Policy**

<table>
<thead>
<tr>
<th>Tier 1: Universal Response</th>
<th>Tier 2: Minor Problem Behaviour</th>
<th>Tier 3: MAJOR Problem Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students, 100% of the time</td>
<td>Students who require additional support</td>
<td>Students who require individualised intervention</td>
</tr>
<tr>
<td><strong>Attendance and Punctuality</strong></td>
<td><strong>Attendance and Punctuality</strong></td>
<td><strong>Attendance and Punctuality</strong></td>
</tr>
<tr>
<td>Student is unusually late for class or school, absent without a notification from parents or found to be outside safe school boundaries or grounds</td>
<td>Student has three or more absences or late arrivals of teacher concern. Student is late to class (class line), between activities during the school day more than twice.</td>
<td>Student has ongoing lateness and/or absences of concern. Student continues to be late to class.</td>
</tr>
<tr>
<td>- Students who arrive after the 8:50am bell are asked to report to the office to sign the ‘Late Register’</td>
<td>- Request students to produce a reason for absence/lateness note from parents</td>
<td>- Principal/Special Needs Coordinator responds</td>
</tr>
<tr>
<td>- Students who are late to class or lines are reminded of punctuality expectations</td>
<td>- Phone call from teacher to parent re. the absence/lateness. Consequence (timeout) depending on outcome of the phone call (cause of lateness/ absence).</td>
<td>- Home visits may be in order</td>
</tr>
<tr>
<td>- Students who leave school are reminded to get signed out at the office by a parent or caregiver.</td>
<td>- Timeout: F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins</td>
<td>- Parent/student conference</td>
</tr>
<tr>
<td>- Staff asks for note of absence or makes contact via phone or diary to parents to investigate</td>
<td></td>
<td>- Intervention such as a behaviour contract/ management plan may be used</td>
</tr>
<tr>
<td><em>Continued misbehaviour (two ‘warnings’) warrants moving into the guidelines provided by Minor and Major Problem Behaviours (timeout etc.).</em></td>
<td></td>
<td>- Phone call to CEOB to discuss ongoing absences</td>
</tr>
</tbody>
</table>

**Approval and Inclusion Policy**

- Parents called and meeting organised
- Time with Principal/Special Needs Coordinator
- Responding to Serious Offences process (see appendices)
- In school suspension, out of school suspension to be considered
- Complete incident report
- Potential for Police involvement

**Approval and Inclusion Policy**

- Report to DHHS in extreme cases of absence due to suspected negligence or abuse
APPENDIX 7

PROCESS FOR RESPONDING TO BREACHES OF UNIFORM CODE
An Out-of-Uniform Note (including a guide to the correct winter, summer, sport uniform)

ST JOSEPH’S SCHOOL
COLEMAINE

OUT OF UNIFORM’ NOTE

Date: ..............................

Dear ..............................................................,

Recently your child .............................................. has been out of uniform in the following way(s):
............................................................................................................................................................
............................................................................................................................................................

You are asked to support the Uniform Policy by having your child wear correct uniform every day at school and to send a courtesy note of explanation if your child needs to be temporarily out of uniform.

If you have any difficulty with your child choosing to wear other than the correct uniform items, please let his/her class teacher know.

Please return the slip below to acknowledge receipt of this letter. Thank you, in advance, for your support in this matter.

Joshua McElgunn
(Principal)

“Out of Uniform” Note Acknowledgment Slip  (Please return as soon as possible)

Dear Principal,

The “Out of Uniform” note relating to my child ............................................... has been received and I can confirm that

[ ] He/She is now wearing correct uniform

[ ] He/She will be in correct uniform by: ...............................................................
(Please tick whichever is applicable above)

Please add any explanation, if you feel it necessary to do so:
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

Parent Signature: ..........................  Date: ...............................
APPENDIX 8

GRIEVANCE PROCEDURES

At St Joseph’s School we are committed to building a school culture that features positive and respectful relationships. As a Catholic school, these relationships are grounded in the values of the gospel, in particular the values of justice, compassion, reconciliation, truth and love. In keeping with Catholic social teaching, a respect for the innate dignity of each person shapes all our relationships.

In building and nurturing this culture, we acknowledge that students and parents can sometimes feel aggrieved about something that is happening at the school. Every member of our school community has a right to have their grievance or complaint addressed, and we will work positively and resolutely to achieve a satisfactory outcome for the people involved.

This policy outlines our principles and procedures for receiving and resolving complaints.

It ought to be read in conjunction with Student Engagement and Inclusion Policy 2015

2. COMPLAINTS RESOLUTION: GUIDING PRINCIPLES

In receiving and responding to complaints, the following guiding principles will direct and shape the school’s actions:

- We will work with the complainant with respect, courtesy and openness and with a genuine desire to achieve fair and reasonable decisions.
- The complaint will be resolved as quickly as possible.
- Confidentiality, impartiality and the principles of natural justice will form the basis of our complaints resolution process.
- The person(s) facing the complaint will be provided with detailed information about the substance of the complaint and will have the opportunity to respond.
- Personal information disclosed will be treated as confidential.
- Our resolution process will be grounded in sound and fair procedures for information sharing, conciliation, investigation and decision making.
- If a satisfactory outcome cannot be achieved, the school will provide the complainant with options for having the decision reviewed or mediated via an external authority.
- The communal needs of the school community will in most instances exceed the needs of any individual.

Safe and Sound Practice Guidelines (Occupational Violence) 28
Appendix 2

3. EXPECTATIONS OF PEOPLE MAKING A COMPLAINT

In making a complaint, the school requests and expects that the complainant will:

- raise the concern or complaint as soon as possible after the issue has arisen
- communicate and respond in ways that are constructive, fair and respectful
- provide complete and factual information about the concern or complaint
- observe confidentiality and a respect for sensitive issues
- act in good faith to achieve an outcome acceptable to all parties
- have realistic and reasonable expectations about possible outcomes/remedies.

If as a complainant you are a parent, and your concern/complaint relates to your child’s treatment by another student or students while at school, the school expects that you will refer your complaint directly to your child’s class teacher or the Principal. Under no circumstances should you approach another student while in the care of the school to discuss the issue or chastise him or her. Direct contact with parents to resolve the matter is also discouraged if the complaint pertains to issues or incidents that have arisen at the school.
4. PROCEDURES

4.1 Key Referral People
Complainants are encouraged to make contact with members of the school staff who are most closely connected with the complaint/concern. For parents, this will be your child’s class teacher. If there is any uncertainty about the most appropriate person to address a concern or complaint, you are encouraged to speak with the school Principal.

4.2 Email Communications and Teaching Staff
Due to teachers’ classroom and supervision duties, it is important to contact the teacher for an appointment to discuss the matter.

Complainants and staff are strongly discouraged from sending or discussing confidential, contentious and/or emotional information via email. These matters are best discussed face-to-face.

4.3 Informal and Formal Resolution Processes
If initial communication between the parties does not resolve the complaint (an ‘informal’ resolution process), then the complainant should:

- contact the principal or a senior member of staff to make an appointment for either a phone conference or a face-to-face meeting;
- outline the nature of the complaint, either verbally or in writing, and the steps taken to resolve it.
- In moving to a more formal process, the principal or a senior member of staff will:
  - organise a meeting/phone conference
  - fully document the complaint, any actions taken to resolve it and outcomes of those actions
  - further and fully investigate the matter
- ensure that no one is victimised as a result of a complaint being made

Safe and Sound Practice Guidelines (Occupational Violence) 29

If necessary, enable a complainant to be accompanied by another person of his/her choice as a support person

- enable the person against whom the complaint has been made to respond, and to be accompanied to any meeting by another person of his/her choice as a support person
- organise a process of mediation if a complaint cannot be satisfactorily resolved by the school.

4.4 Serious or Repeated Complaints, or Allegations of Misconduct
Where a complaint relates to an allegation of physical, emotional or sexual abuse, or when complaints are sufficiently serious or repeated, the principal will take action to report the matter to the appropriate authorities, ensure a comprehensive investigation, and work with all parties to facilitate a resolution.

4.5 Avenues of Appeal
If a complaint remains unresolved, or if the complainant is dissatisfied with the outcomes, the complainant has the right to seek other avenues of appeal through authorities such as the Canonical Administrator (Parish Priest) or the Catholic Education Office.
ROLE OF SCHOOL PASTORAL CARE WORKER

The Pastoral Care Worker will be based at the school one day a week during the school term, the overall goal of the role is to support the emotional wellbeing of students and the whole school community by providing pastoral care services and strategies as appropriate. The role will include responding to personal and developmental needs of children, parents, families and staff within the school community, working as a member of the school’s wellbeing team, contributing to improved student engagement and connectedness.

Our Pastoral Care worker, Ms Lisa Gonnet, is employed through ‘CentaCare’ and based out of the Hamilton office. The position is jointly funded by the National Schools Chaplaincy Program and contributions made by the school.

Their role is to:

- To strengthen the school Community by responding to students, parents and staff members enquiries and requests for information, support guidance.
- Support the emotional wellbeing of children, families and staff.
- Through consultation and consideration around school community needs, identify and seek to provide services, referral points and programs this would assist students, parents and staff.
1. POLICY STATEMENT
St Joseph’s Primary School is committed to providing a safe and respectful teaching and learning environment where bullying and harassment is not tolerated. St Joseph’s believes that all students have the right to learn in a school environment in which they feel safe and secure.

This Bullying and Harassment Policy should be read in conjunction with the St Joseph’s Student Engagement and Inclusion Policy.

Scriptural Context:
‘All members may be concerned for one another. If one member suffers, all members suffer: if one member is honored, all members share this joy. You then are the body of Christ
(1 Corinthians 12:25-27)

2. AIMS
- To explain what bullying and harassment are, and the fact that they are unacceptable and will not be tolerated.
- To ask that everyone in the school community be alert to signs and evidence of bullying and have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

3. DEFINITIONS
Bullying is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:
1. Direct physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. Direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person’s social reputation or social acceptance, or cyberbullying.

*Cyberbullying* is direct or indirect bullying behaviours using any digital technology. For example via a mobile phone, chat rooms, social media. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written. *Harassment* is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

**4. GUIDELINES**

St Joseph’s Primary School will not tolerate bullying (including cyberbullying) or harassment. At St Joseph’s every person has a right to feel safe and any person who bullies or harasses another is denying them that right.

A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing.

Disciplinary measures will apply to students in breach of the behavior expectations established by the school and communicated through this Bullying and Harassment Policy and the Student Code of Conduct/Student Inclusion and Engagement Policy.

All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff on the school’s website, through explicit classroom teaching and through newsletters from time to time.

**St Joseph’s will**

- Our school will provide preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving.
- Student programs will be organised to raise student awareness about bullying and harassment, to provide a forum for discussion and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs, classroom discussions and occasional activities run by outside experts. The curriculum will include anti-bullying messages and strategies.
- Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing with bullying and/or harassment issues.
- An annual confidential bullying survey of the student body will be run and de-identified information will be used at staff and/or parent meetings.

If students believe they are being bullied they may contact their classroom teacher in the first instance, or a staff member that they would prefer to discuss the matter with.

This policy will be reviewed periodically by St Joseph’s to ensure it reflects current practices and refers to up-to-date policy.

**5. STUDENT SUPPORT**

If any staff member feels a student is at risk from bullying and harassing behaviours they should discuss their concerns with the child, the Pastoral Care Worker and the Principal in order to ensure appropriate support for the student. It is important that staff document fully any actions taken in response to student bullying and/or harassment (see Appendix B).
STUDENT ENGAGEMENT AND INCLUSION POLICY

Some strategies that might be used by the school to assist the student may include education in coping strategies; assertiveness training; problem solving, mentoring and social skills; counselling, peer support and behaviour modification.

How will a student’s bullying complaint be dealt with?
Refer to Tiered Response to breaches of Minor and Major Behaviours.

6. LINKS AND APPENDICES
Links which are connected with this policy are:
- St Joseph’s Student Engagement and Inclusion Policy
- The school’s Acceptable ICT Use Agreement (re: cyber-bullying)
- Bully Stoppers Make a Stand, Lend a Hand

Supporting links:
- Bully Free World: Special Needs Anti-bullying Toolkit
- Australian Human Rights Commission - Human rights in the school classroom
- Safe Schools Coalition Victoria
- Racism. No way! anti-racism education for Australian schools

7. EVALUATION
This policy will be reviewed annually or more often if necessary

Reviewed and Ratified: November 2016
Next review Year: 2018