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Purpose

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

This Policy provides an overview of how **St Paul's Primary School** will:

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

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

School Profile

St Paul's Primary School is committed to providing equitable access and opportunity for all. The School considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

Foundational to our work with students, families and the school community is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. All teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Rationale

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

Vision

With Jesus as our leader we, at St Paul's Catholic Primary School, endeavour to build an inclusive learning community.

Embracing the courage of Saint Paul, and in the spirit of the Sisters of Mercy, we aspire to provide an education that empowers us in unity, faith, hope, love and respect.

Mission

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

Aims

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

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

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

Guiding Principles

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

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

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

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

Definitions

- **Behaviour** is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.
- **Appropriate behaviour** is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- **Inappropriate behaviour or unacceptable behaviour** (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or e-mail communications or through social media.
- **Discriminatory conduct** is conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
- **Bullying** is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.
- **Challenging behaviour** is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- **At Risk behaviour** is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.
- **Criminal offences** refers to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If St Paul's Primary School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Legislative Context

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

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

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

This document is also informed by the following resources:

- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- National Safe Schools Framework
www.education.gov.au/national-safe-schools-framework-0
- Health Promoting Schools Framework www.ahpsa.org.au
- CECV Intervention Framework 2015
www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf
- CECV Positive Behaviour Guidelines 2018
- Diocesan policy and regulations

Shared Behaviour Expectations

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

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

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
<ol style="list-style-type: none"> 1. take responsibility for their learning and have high expectations for themselves that they can learn 2. model the School's BE Rules and Expectations: <i>Be Responsible, Respectful, Resilient, Safe, Prepared.</i> Processes 3. take responsibility for their own behaviour and the impact of their behaviour on others through Classroom Consequences, Playground Consequences Junior Re-Think Sheets and Senior Re-Think Sheets 4. comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to: <ol style="list-style-type: none"> a. obey all reasonable requests of staff; b. respect the rights of others to be safe and learn; and c. respect the property of others. 	<ol style="list-style-type: none"> 1. have high expectations of their child's behaviour and have an understanding of the School's behavioural expectations 2. communicate with the School in regards to their child's circumstances 3. cooperate with the School by assisting in the development and enforcement of strategies to address individual needs (Parent letter) 4. provide complete, accurate and up to date information when completing an enrolment form and supply the School, prior to enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements 5. be compliant with the school's behaviour aims and the school's Code of Conduct, and to support the 	<ol style="list-style-type: none"> 1. promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour 2. deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours 3. 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 4. consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances 5. plan for the professional development needs of all

	<p>school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the School.</p> <p>6. acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.</p>	<p>staff to enable them to develop and maintain positive relationships with their students</p> <p>6. recognise that for some students additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion</p>
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Shared Attendance Expectations

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

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

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
<ol style="list-style-type: none"> 1. attend and be punctual for all timetabled classes every day that the school is open to students 2. be prepared to participate fully in lessons 3. bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes 4. remain on the school premises during school time. 5. work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school 6. work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent 	<ol style="list-style-type: none"> 1. ensure that their child's enrolment details are correct 2. ensure their child attends school regularly and punctually 3. advise the school as soon as possible when a child is absent 4. account for all student absences 5. keep family holidays within scheduled school holidays 6. support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences 7. work cooperatively and collaboratively with the School to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school 	<ol style="list-style-type: none"> 1. proactively promote regular attendance 2. mark rolls accurately two times per day 3. follow up on any unexplained absences promptly and consistently 4. identify trends via data analysis 5. report attendance data in the student report and school's Annual Report 6. support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies 7. report lengthy or unexplained absences to the Regional Manager 8. work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time

	<p>8. when your child arrives late to school you are required to sign your child as a late arrival stating the reason. Office staff will contact the classroom and will arrange for your child to either be collected or walk themselves to their classrooms. If important information needs to be shared with the classroom teacher during learning time the Principal/Deputy Principal will be contacted.</p>	<p>9. convene a Program Support Group meeting which is attendance focused with parents and students when a student's attendance pattern is of concern to the school</p> <p>10. provide ongoing intensive support for students if communication with parents has not been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting</p>
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School Action and Consequences

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

Positive reinforcement of appropriate behaviour

Tier 1: School-wide supports

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

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

Tier 2: Targeted supports

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

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Documentation of incidents relating to the management of student behaviours to inform decision making.
- Revision of the [Personalised Learning Plan \(PLP\)](#) [Blank Template](#)
- Parent consultation via phone or interview
- Support strategies that might assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- Case conference

Tier 3: Intensive intervention

Consequences for student misbehaviour

The School adopts a staged response to challenging behaviour and appropriate consequences for misbehaviour may take the form of:

- Non-verbal warning – e.g. eye contact / hand movement / shake of head / teacher positioning to stand near misbehaving student(s)
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- Moving student in the room to a less disrupting situation
- Separating student from the class for a short period of time to provide an opportunity for the class to settle
- Readmission to class activity based on student agreeing to class rules
- Student required to stay in after class for set period of time
- Student required to complete work during recess / lunchtime
- Student engaged in restorative actions supervised by classroom teacher

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, St Paul's Primary School will implement a targeted response to identify and address the presenting issues. This may involve the following support strategies:

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

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. Measures should always be proportionate to the nature of the behaviour, and are best used with support measures to identify and address causes of the

behaviour. Disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines and may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be relocated/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Parents/carers should be informed of such withdrawals.
- In circumstances where the student is unable to de-escalate, remains in a heightened state of anxiety or is a danger to self or others, the parents will be asked to take the student home for the remainder of the school day.
- Contracts for conduct/attendance/bullying - [SAMPLE](#)
- Suspension (in-school and out of school)
- Expulsion

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

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

See Appendix 1 for further information on these measures.

Corporal punishment

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

Consultation

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

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

Assessing and Mitigating Risk

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

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

Policy Evaluation and Review

February 2022

To be reviewed in April 2023

Appendix 1 – General Information relating to disciplinary measures

- **Withdrawing privileges** – Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student’s engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.
- **Withdrawal from class** – If a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time. Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers 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 should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, St Paul’s Primary School may choose to negotiate alternative disciplinary measures with the parent or carer. Examples include where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

Suspension – Suspension is the process of excluding a student from standard instruction or educational opportunities for part of a day, a full day, or multiple days.

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

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