

St Margaret's School Pastoral Care Policy

2019



St Margaret's Primary School
East Geelong

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ST MARGARET'S SCHOOL VISION – MISSION – DESIGN PRINCIPLES

*St. Margaret's Primary School
Living our Catholic faith,
Engaging passionately in learning,
Connecting with and shaping our world*

Living Our Catholic Faith

- To create a welcoming Catholic community where we promote commitment, service, respect, justice and compassion for all.
- To involve and educate our community in Our Catholic Story and beliefs about the life of Jesus and St. Margaret.
- To actively reflect Jesus' values in our decisions, choices and actions.

Engaging passionately in learning

- To promote a collaborative culture which creates engaging and meaningful learning opportunities.
- To provide rich, rigorous and relevant experiences that meet the needs of all students and the whole school community.
- To use contemporary tools to maximise learning and teaching success.
- To personalise learning, creating passionate, lifelong learners.

Connecting with and shaping Our World

- To build purposeful connections between home, school and the wider community.
- To shape our local and global world through positive action.
- To recognise and respect multiple perspectives and views.

Design Principles for Learning and Teaching

Authentic and connected learning with the local and global community.

Dialogue and collaboration fostering and supporting learning.

Strong leadership empowering teachers and students to lead their learning.

Action orientation- inquiring, planning, reflecting and sharing.

Personalised and targeted learning and teaching experiences.

Caring for the whole child.

PASTORAL CARE DOCUMENT

Pastoral Care permeates the total climate of relationships within the Catholic school. It has the individual as its focus and reflects the support, the encouragement, and the tender care shown and experienced in the ethos of Gospel based communities.

The spirit of pastoral care at St Margaret's enriches the lives of all those involved in the community. This policy documents our commitment to pastoral care and our efforts to promote its life-giving focus.

Pastoral Care draws its dimensions from the life of Jesus Christ. In the light of His example and teachings, we endeavour to allow the children to grow, develop moral sensitivity, to be affirmed in their dignity and worth as persons and to develop skills in building personal relationships. Furthermore, Pastoral Care allows children to experience a sense of belonging and security where all members can contribute to one another's growth.

"All Members May Be Concerned For One Another..."
(Corinthians 12: 25-27)

PASTORAL CARE: THE CHRISTIAN VISION

"I have come that you may have life, and have it to the full."

(John 10:10)

Gospel values which inspire this policy:

LOVE

CARE

RESPECT

DIGNITY

COMPASSION

FORGIVENESS

COMMUNITY

JUSTICE

BEHAVIOUR PURPOSE STATEMENT

We are committed to providing a welcoming Catholic community, which is actively reflective of Jesus' values in our decisions, choices and actions. Through our curriculum, programs and relationships our school promotes the academic, and personal growth of students so that they make positive and informed contributions to society.

RATIONALE

At St Margaret's our Pastoral Care Policy guides us in implementing ways of presenting and living the Gospel values. It defines the formal support structures, which reflect our concept of Pastoral Care in relation to the children, the parents and the staff.

As pastoral care is primarily about relationships: we focus on creating good relationships within the school community through both the formal and informal interaction that takes place and upon developing the pastoral activities that occur. Our policy informs members of the school community of their roles in this area and takes into account the available time, resources and personnel.

Through the aims and applications of this document, we present a unified approach to promoting the pastoral care ethos of our school.

IMPLICATIONS FOR IMPLEMENTATION

This Pastoral Care Policy involves all community groups within our school:

Students
Clergy
Administrators
Teachers
Parents/families

It will pervade all facets of school life:

Faith Development
Curriculum
Enrolment Policy
Counselling
Behaviour Management
Administration

A positive environment is fostered where each individual is:

Supported
Respected
Valued
Affirmed
Appreciated
Treated Justly

It aims to support the total needs of the child:

Emotionally
Spiritually
Academically
Physically
Socially

RIGHTS OF CHILDREN

- To feel safe and secure
- To be listened to and respected
- To have personal property respected
- To be treated fairly
- To learn and be taught
- To have access to adequate facilities and equipment

RESPONSIBILITIES OF CHILDREN

- To treat others and their property with thoughtfulness, care and respect
- To be polite and co-operative with teachers, staff, parents and visitors
- To act in a responsible manner, showing a good example to others
- To observe and obey all school rules
- To keep our school clean and tidy and to treat all school equipment with care
- To be tolerant of differences in others

RIGHTS OF PARENTS

- To be the prime educators of their children
- To be treated with respect
- To have access to staff at convenient and mutually agreed times
- To be kept informed of their children's spiritual, social and educational development
- To expect the curriculum offered will help each child to develop their full potential

RESPONSIBILITIES OF PARENTS

- To recognize and fulfil their role as the prime educators of their children
- To support and respect the Catholic values imparted by the school as reinforced in our Vision Statement
- To encourage good behaviour habits from the children
- To be informed and supportive of school policies
- To play an active role in school activities, such as working bees, fundraising or excursions.
- To observe courtesy in regard to access and working collaboratively with staff

RIGHTS OF STAFF

- To teach in an environment which is conducive to learning
- To be given the opportunity for professional learning
- To have access to relevant information about students
- To feel safe and valued, both personally and professionally
- To be supported and have access to adequate teacher resources
- To be given equal opportunity
- To be respected by peers, parents and children
- To express opinions openly
- To work within a pastorally caring environment

RESPONSIBILITIES OF STAFF

- To maintain a positive learning environment
- To offer students a range of experiences and learning strategies
- To develop professionally and be familiar with current trends in education
- To teach within CECV policies
- To report accurately to parents in regard to academic, social and behavioural matters
- To support colleagues, leadership and to enact the vision of the school
- To be committed and involved in school community
- To fulfil duty of care
- To model Gospel values

SCHOOL PRACTICES

- The encouragement of self-discipline through expectations and consequences.
- Active Faith development nurtured by prayer times, R.E. curriculum, paraliturgies, sacramental celebrations and assemblies.
- An enrolment policy, which refers to, the special needs of the child and the family.
- Class groupings appropriate to the needs of staff and students in consultation with parents.
- Opportunities for interaction between parents, staff and children, such as barbeques, picnics, R.E. workshops, Sacramental evenings, assemblies, masses, paraliturgies, sports days, excursions and school camps.
- To be treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability, additional needs, family structure or lifestyle;
- Participation in community services: Gen U, Parish Pantry, Viqueque Partnership donations for St. Vincent de Paul, Project Compassion, support of selected fundraising events.
- Buddy System between students in Prep and Year 6.
- School and sport colour captains, as well as leadership roles for students in Year 6.
- Whole school involvement in School Wide Positive Behaviour Framework programs developing the three school wide expectations *Being: Responsible, Respectful and Safe*.

- Information sessions and forums for parents run by outside agencies and guest speakers.
- Curriculum which promotes Social and Emotional Learning, Positive Psychology and Life Skills.

BEHAVIOUR MANAGEMENT

At St Margaret's we recognise the importance of a unified and consistent approach to the management of children's behaviour. We believe the whole school community is responsible for an effective policy, therefore communication and support between staff, children and parents is essential.

Our principles of behaviour management reinforce our policy of PASTORAL CARE. They address the needs of each of the individuals concerned, treating them equally, justly and consistently and fostering their emotional, physical, spiritual, academic and social development.

THREE GENERAL PRINCIPLES TO MAKE OUR SCHOOL A SAFE AND HAPPY PLACE

Respect for ourselves and for each other
Respect for property
Safety

RATIONALE

Jesus teaches us... *"Love one another as I have loved you"*

Everyone is important in our school and so we behave in a way that shows respect and care for others and ourselves.

Therefore, we will:

- Show care and respect for others and ourselves at all times.
- Treat all people as being equally important and special.
- Provide a safe school environment.
- Remember that bullying is unacceptable.
- Respect property belonging to others and property belonging to the school.

DISCIPLINE

Discipline practices at St Margaret's aim to develop responsible self-discipline among our students. They also seek to promote the wellbeing and good order of the community. We recognize the importance of a unified and consistent approach to the management of children's behaviour. We believe the whole school community is responsible for an effective policy, therefore communication and support between staff, children and parents is essential.

POSITIVE REINFORCEMENT

At St Margaret's we recognize and encourage the development of self-discipline and constructive behaviours. These measures include the use of:

School Wide Positive Behaviours

Positive feedback

Acknowledging and identifying positive student action

Restorative Practices Strategies

Positive Psychology Practices

Empowerment

PSG Meetings

Meeting objectives of the Matrix of Expectations & Consequences

Corporal Punishment is not permitted as a form of punishment at St Margaret's School, East Geelong. Discipline of students is based on principles of procedural fairness.

Matrix of Expectations & Consequences

Teaching Matrix		Settings				
		At All Times	Playground	Learning Areas	Corridors	Toilets
E X P E C T A T	We are Respectful	Give attention to the speaker and be prepared to respond.	Keep hands, feet and objects to self.	Listen to others and wait your turn to speak.	Be respectful of items in shared space.	Respect everyone's privacy.
		Eyes to the speaker.	Include others and be fair	Use inside voices.	Use voices that are considerate of others.	Wait quietly for your turn.
		Listen to speaker	Take care of our natural environment.	Be considerate of others' personal space and property.	Look after our shared spaces.	Use and leave
		Sit quietly	Use kind words and actions	Keep Personal Space		
		Use kind words and actions.	Take care of our play/sports equipment	Treat others with the same respect you would expect to be treated with		
		Treat all property carefully	Take turns			
		Use manners	Listen to others' ideas			
		Take pride in your school				
		Wear the correct school uniform.				
		Follow teacher directions.				
		Follow instructions				
		Clap others				
		Right time, right place				

I O N S	We are Safe	<p>Follow safety instructions. Make safe choices.</p> <p>Follow the School /classroom rules</p> <p>Hands and feet to yourself</p>	<p>Use playground equipment appropriately</p> <p>Stay within the playground boundaries</p> <p>Be sunsmart</p> <p>Report unsafe behaviour to a teacher</p> <p>Play appropriate games</p>	<p>Take care of each other</p> <p>Stay safe</p> <p>Move carefully around the space</p> <p>Walk only zone</p> <p>Only be in a place that your teacher can see you or knows where you are</p>	<p>Walk only zone.</p> <p>Store things correctly.</p>	<p>Dispose of bathroom materials correctly.</p>
	We are Responsible	<p>At all times be responsible for the choices you make.</p> <p>Be a trusted member of our school community</p> <p>Think before you act</p>	<p>Report problems and injuries to the teacher on duty</p> <p>Stay in areas identified for playing.</p> <p>Return playground equipment</p> <p>Move to line or inside on music or bell</p> <p>Count to 10 before you react</p>	<p>Take care of materials</p> <p>Always do your best work</p> <p>Be organised</p> <p>Stay on task</p> <p>Take responsibility for returning/storing items I have used</p>	<p>Keep a clean, tidy and hygienic corridor.</p> <p>Put rubbish in bins</p>	<p>Flush and wash your hands.</p> <p>Use water wisely.</p> <p>Use materials wisely</p> <p>Return promptly.</p> <p>Report problems to an adult.</p>

PLAYGROUND CONSEQUENCES:

- On the spot reminder
- Teaching of SWPB Framework behaviours
- Implementation of Restorative Practices (if required)
- Temporary separation from the group or play area until given permission to return to play
- Inside detention (loss of yard privileges)
- Child sent to supervised area to complete explanation form: "Think Sheet."
- Name and incident details reported to principal or deputy principal.
- An Incident Report is sent home and signed by parents and returned to school.
- Report directly to principal. Parents contacted.
- Negotiated Consequences (In consultation with Principal, student and parents).
- Creation of safety plan/PLP
- Support from outside agencies

Classroom Expectations & Consequences

CLASSROOM EXPECTATIONS:

These help to foster self-discipline and make expected behaviour clear in advance.

Class teacher and students decide rules collaboratively through SWPB Framework matrix.

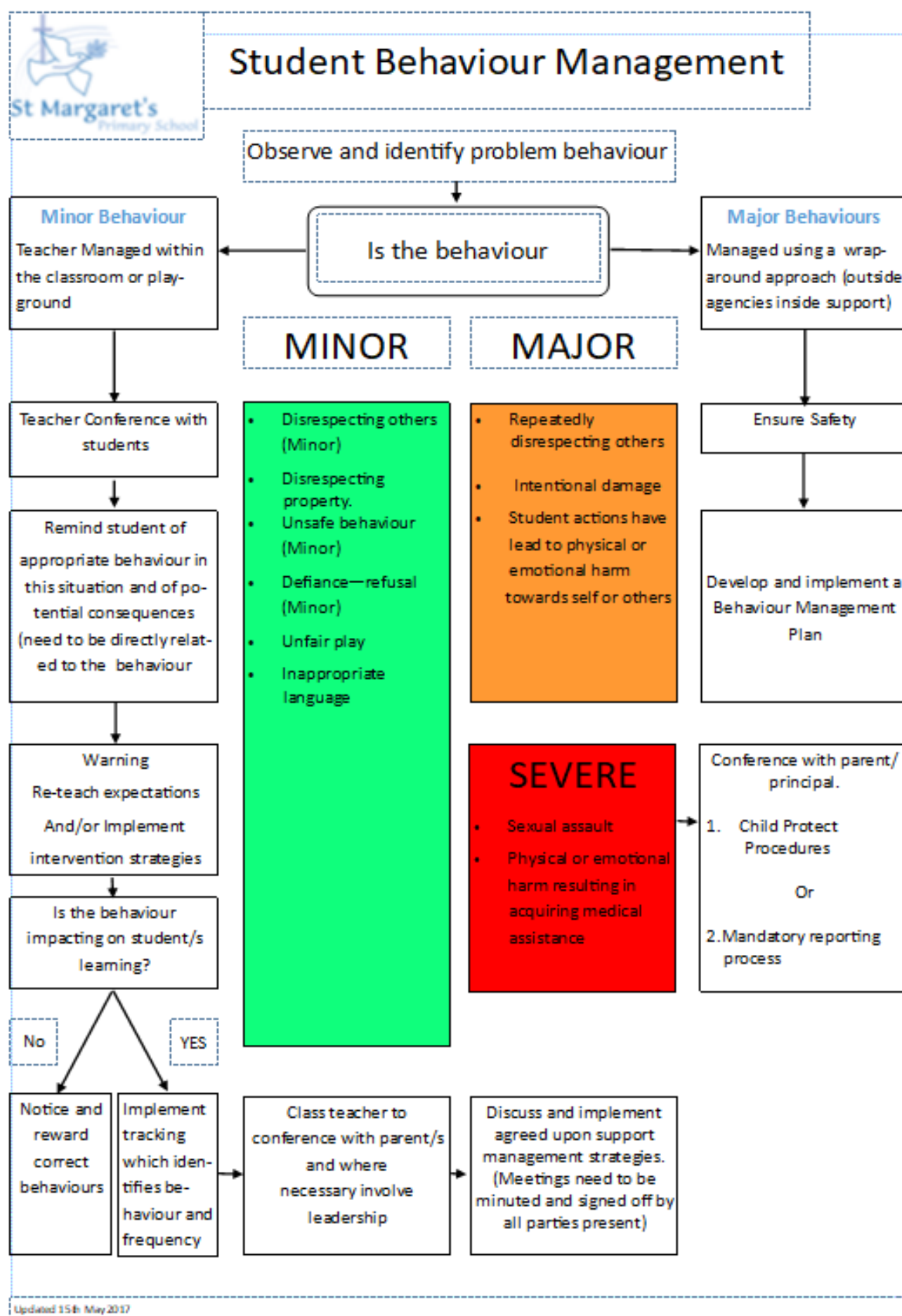
These are displayed and expressed positively.

CLASSROOM CONSEQUENCES:

If a student chooses not to follow a rule then one or more of the following consequences will apply:
Teacher will document behaviours.

- Quick on the spot verbal reminder of the rule.
- Teaching of School Wide Positive Behaviours
- Temporary separation - from the group or area to an alternative place within the classroom and alternative space in the school..
- Child sent to Principal. Parents contacted if necessary.
- Negotiated Consequences (In consultation with Principal and parents).
- Students placed on Individual Behaviour Plans or Student Safety Plans.

Student Behaviour Management - Flowchart



Student Behaviour Policy

St Margaret's 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.

Purpose:

The St Margaret's 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 Margaret's 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.

Rationale:

At St Margaret's 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.

Aims:

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. 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.

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 in themselves that they can learn 2. model the School's core values of being respectful, Responsible and Safe 3. take responsibility for their own behaviour and the impact of their behaviour on others 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 4. comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour 5. 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. 	<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 staff to enable them to develop and maintain positive relationships with their students 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

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"> attend and be punctual for all timetabled classes every day that the school is open to students be prepared to participate fully in lessons bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes remain on the school premises during school time unless they have permission to leave from the School and parents 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 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"> ensure that their child's enrolment details are correct ensure their child attends school regularly and punctually advise the school as soon as possible when a child is absent account for all student absences keep family holidays within scheduled school holidays support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences 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"> proactively promote regular attendance mark rolls accurately twice a day follow up on any unexplained absences promptly and consistently identify trends via data analysis report attendance data in the student report and school's Annual Report support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies report lengthy or unexplained absences to the Principal 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 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

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.

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
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk
- Developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students

Tier 2: Targeted supports

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

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Documentation of incidents relating to the management of student behaviours to inform decision making
- Complete the ABC tracking document to identify triggers for behaviour
- Revision of the Personalised Learning Plan (PLP)
- Parent consultation via phone or interview
- Consultation with parents and the student to develop a Behaviour Support Plan
- 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 supports

- Behaviours that present a safety issue for students or others require the implementation of a Behaviour Safety Plan. This is to be devised by members of the leadership team in consultation with parents
- When deemed necessary – the principal and/or leadership team complete a risk assessment tool to minimize or prevent harm
- The engagement of professional services to undertake any necessary interventions to remedy serious behaviours

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
- Re-admission to class activity based on student agreeing to class rules
- Student provided with opportunities for 'time-in' / 'time-out' dependant on their need
- 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 Margaret's 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 re-located/evacuated. The student may be temporarily isolated from regular classroom activities to

provide an opportunity to de-escalate or for a specified period of time. Parents/carers should be informed of such withdrawals.

- In circumstances where the student is unable to calm, remains in a heightened state of anxiety or is a danger to self or others, the parents will be asked to take the student home for the remainder of the school day.
- Behavioural Safety and Support Plans are implemented in accordance to Student Behaviour Management Flowchart

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.

Corporal punishment

Corporal Punishment is not permitted as a form of punishment at St Margaret's School, East Geelong. Discipline of students is based on principles of procedural fairness.

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.

Policy Evaluation and Review:

This Policy is an evolving document that will be adapted and updated regularly, in consultation with the school community. St Margaret's School will ensure that the Policy and its application are regularly monitored and evaluated for effectiveness and, where required, adjustments made.

Date Policy Drafted: 9th May 2019

Date of Policy Review: May 2020

Anti - Bullying Policy

Rationale

Our community is united in its stance that bullying will not be tolerated at St Margaret's. This means that all members of our community – students, staff, parents and carers treat each other with dignity and respect by modelling appropriate social behaviour at all times.

Definition

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (*National definition of bullying for Australian schools*)

Types of bullying behaviour may include

- verbal – for example name calling, teasing, abuse, humiliation, sarcasm, insults, threats
- physical – for example hitting, punching, kicking, scratching, tripping, spitting, gestures
- social – for example ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological – for example spreading rumours, glaring, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones or social media.

Bullying intervention strategies

After an incident has been reported, one or more of the following approaches will be implemented:

- Children involved interviewed by class teacher to gain further information.
- All stakeholders (students, parents and teachers) are involved in the process of resolving the matter.
- If parents are unaware of the situation, a member of the leadership team will notify parents if a child is accused of bullying or a child discloses that they are being bullied.
- Staff informed to monitor specific children at playtimes and record incidents in Behaviour Book (Observation Book System).
- Disciplinary consequences applied to student using bullying behaviours.
- Measures taken to reduce the bullying behaviour and to protect the person being bullied.
- Where applicable, Restorative Practice Strategies are employed to maximise outcomes.

Bullying Prevention measures

- Religious Education program based on the explicit teaching of Christian values
- Explicit teaching of social and emotional intelligences
 - Organised playtime activities where students need support in socializing with friendship groups.
 - Curriculum initiatives to support awareness and appropriate socialisation: eg. Bounce Back, games from variety of Wellbeing Programs, anti-bullying posters, inclusion of anti-bullying content in inquiry units, understanding of cyber bullying and appropriate use of social media and social skills programs.
 - Students are introduced to Appropriate Use of ICT Agreements.

- Programs to support student-student relationships, eg. Buddies, Peer Mediation, Peer tutoring.
- Inclusive practices that promote connectedness and acknowledge positive behaviour. (SWPBS).
- Development of positive student-teacher relationships.
- Encouraging a safe and welcoming environment in the school.
- Parent Resources are available via our school library.

Serious offences

In the rare, but still possible, scenario of a serious offence occurring, the following CEO guidelines will be implemented.

The student's parents are contacted where they will be expected to attend a Discipline and Welfare Conference Group (DWCG) meeting where the nature of the child's enrolment at St Margaret's is discussed. Arrangements could include: -

- reporting to a designated teacher at specified times to discuss the student's progress in modifying unacceptable behaviour.
- school/community service.
- reparation
- exclusion from activities.
- withdrawal of privileges
- formulation of Behaviour Management Plan or Safety Plan.
- referral to outside agencies
- in-school suspension, where the student is withdrawn from the class/playground until considered able to return.
- home suspension (up to a maximum of nine school days/ non-consecutive)

In drastic circumstances, where all other avenues are proving fruitless: -

- part time placement at St Margaret's
- negotiated transfer
- expulsion, according to CEO procedures

Suggested composition of the DWCG

- Parent(s) or guardian(s) of the student;
- If requested, a parent advocate;
- The principal, or in exceptional circumstances his/her nominee;
- Class teacher, or the teacher nominated as having responsibility of the student;
- The student wellbeing co-ordinator;
- Specialist personnel who may assist (eg; psychologist/ school counsellor)
- The student where appropriate

Where the meeting is likely to be difficult or contentious it may be advisable to utilise the expertise of the CEO Pastoral Care Team either as a mediator or parent advocate.

Definition of a serious offence

Conforming to the *Education Act 1958* (Education Regulations 1988), the Catholic Education Commission of Victoria proposes that a serious offence should be defined as activities or behaviour of a student which:

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

Some serious offences are by their nature criminal offences. Where this is the case the school is obliged to observe certain legal requirements.

Evaluation

This policy will be constantly reviewed in the light of changing demographics and advances in ICT, and in view of the ongoing development of the School Wide Positive Behaviours Support system.

References:

Bullying. No Way (<https://bullyingnoway.gov.au>)

Updated: 2019

Review: 2023

Communication & Grievances Policy

Rationale

St. Margaret's School aims to promote a community, family environment that supports the learning and development of students. It is important that every member of the community, including staff, parents and students, are contributors to the building of the school community.

In any community, there are times when members feel a need to raise their concerns. Frequently such concerns are resolved informally, but there may be occasions when a member wishes to make a formal complaint. As a community, all members have a right to be heard and treated with respect and courtesy, and this policy sets out the ways in which we, as a school community, will respond and resolve concerns.

Positive, clear and effective processes for resolving grievances between the school and community members can assist in building strong relationships, dispel anxiety, and ultimately provide students with a settled and happy learning environment.

Purpose

To provide a harmonious, positive and productive school environment.

To resolve concerns fairly, efficiently, consistently and promptly.

Implementation

- All concerns, queries and formal complaints will be responded to within a reasonable time frame of the concern, query or formal complaint being raised.
- All communications will be confidential unless otherwise agreed.
- All formal complaints, the actions taken to resolve them and outcomes of those actions will be fully documented.
- A person who has made a formal complaint may withdraw it at any time. The withdrawal should also be in writing.
- If a formal complaint is made against a person, that person will be informed of the nature and content of the complaint and have the right to respond.
- We believe that it is best if formal complaints are resolved at a local level, but if this is not possible, then the complaint can be referred to other authorities.
- No one will be victimised as a result of making a formal complaint.
- A person who has made a formal complaint has the right to be represented and supported by another person e.g. his/her union, work colleague, friend or other person of his/her choice.
- The principal will exercise his/her judgement as to whether or not they will act upon anonymous complaints.

Note:

*RPC – Regional Principal Consultant

*RM – Regional Manager

*PP – Parish Priest

*REC – Religious Education Co-ordinator

Information for Parents

At St Margaret's School, we believe that the relationship between the home and the school is a very important part of ensuring that children are happy, secure and open to learning. We recognise that parents and teachers need to work closely together to provide the best educational opportunities for their children. We encourage you to discuss your child's progress with his/her teacher and to let us know if you have any concerns, so that we might work together to resolve these as promptly and effectively as we can. The staff at St Margaret's School are committed to resolving any issues that parents might have regarding their children and will discuss with you actions that might be taken in regard to your concern.

What to do if you have a Problem:

- Try to identify the problem clearly before contacting the school. If there is more than one problem, list them to ensure that the extent of the problem is clear to the school. Decide whether the problem is a concern, enquiry or formal complaint. This will help you to decide the correct approach.
- Make an appointment to meet with your child's class teacher or appropriate staff member. The best way to do this is to contact the school office to arrange a mutually convenient time for a telephone call or meeting with the teacher or staff member.

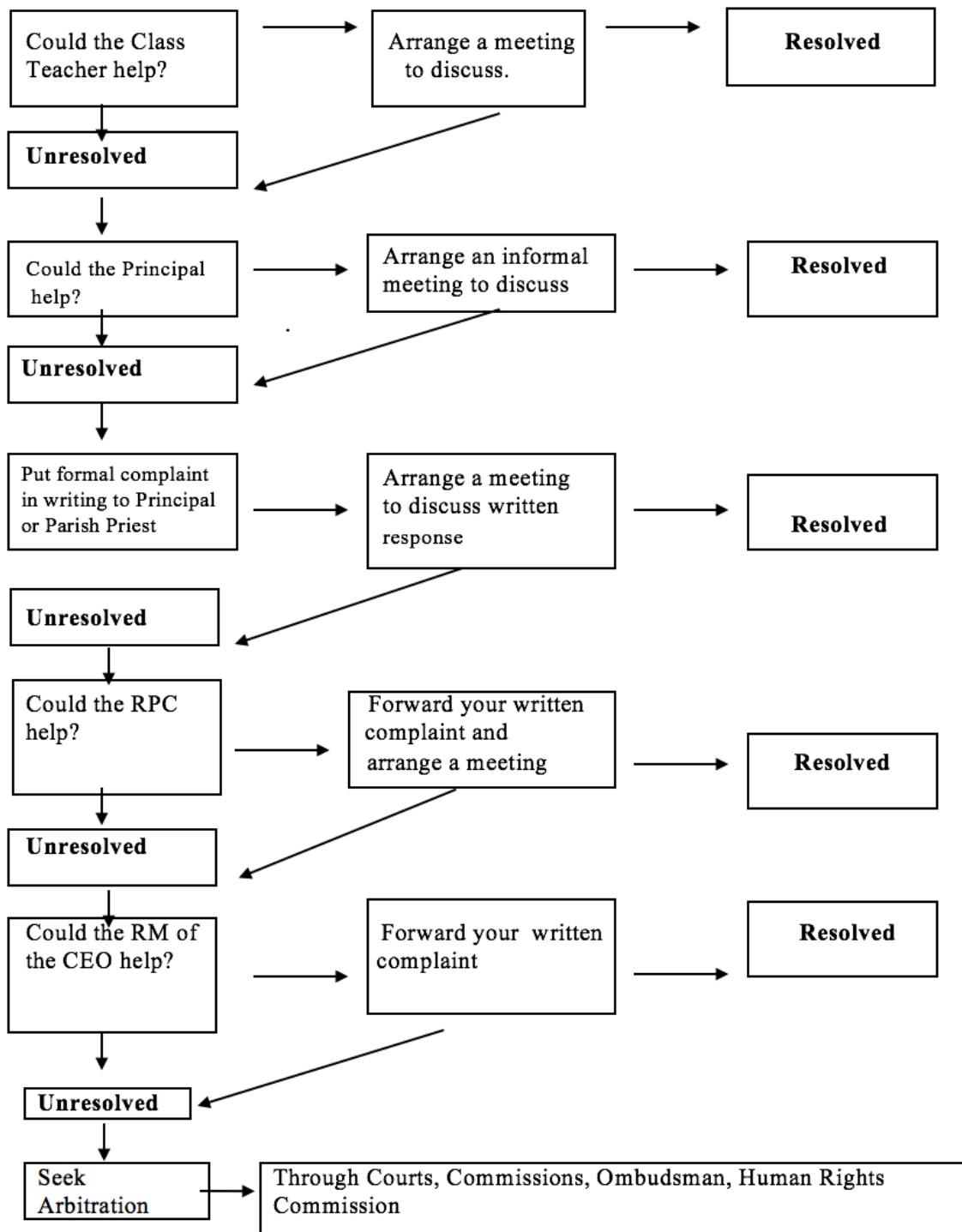
Please Note: Teachers are in class from 8.30 am each morning. Unless the matter is urgent this is not an appropriate time.

- Try to stay calm when discussing your concern. Even if you don't feel it, being calm will help you get your concerns across more clearly than if you are upset or angry. It may help to take someone with you.
- If you feel that the matter has not been resolved after your initial meeting with the class teacher or other staff member, or if you have a complaint about the teacher or staff member, you are entitled to make arrangements to meet with the Principal.
- If the matter has not been resolved after your meeting with the Principal, you may make a formal complaint in writing to either the Principal or the Parish Priest.
- The Principal or Parish Priest will respond in writing to your formal complaint and, if appropriate, may schedule a further meeting with you to discuss the response.
- If, after receiving the written response (and/or having a follow up meeting) you feel that the matter has still not been resolved, you may send your complaint in writing to the Regional Principal Consultant for Western Area at the Catholic Education Office.
- If the matter still has not been resolved, you may notify the Regional Manager of Catholic Education stating your concerns in writing. If no resolution has been achieved, the Director will arbitrate after thorough examination of the issue.
- If matters still remain unresolved, as a last resort parties might seek conciliation and/or legal process.

NB: The VRQA and the Secretary of the Department of Education **do not** deal with complaints within the Catholic Education system.

Flow Chart for Parents

(Mediation provided at appropriate time and/or upon request at any stage of the process)



Information for the Community

At St Margaret's School, we believe that the relationship between the community and the school is a very important part of ensuring that we provide a happy and secure environment. We encourage members of the community to let us know if you have any concerns so that we might work together to resolve these as promptly and effectively as we can.

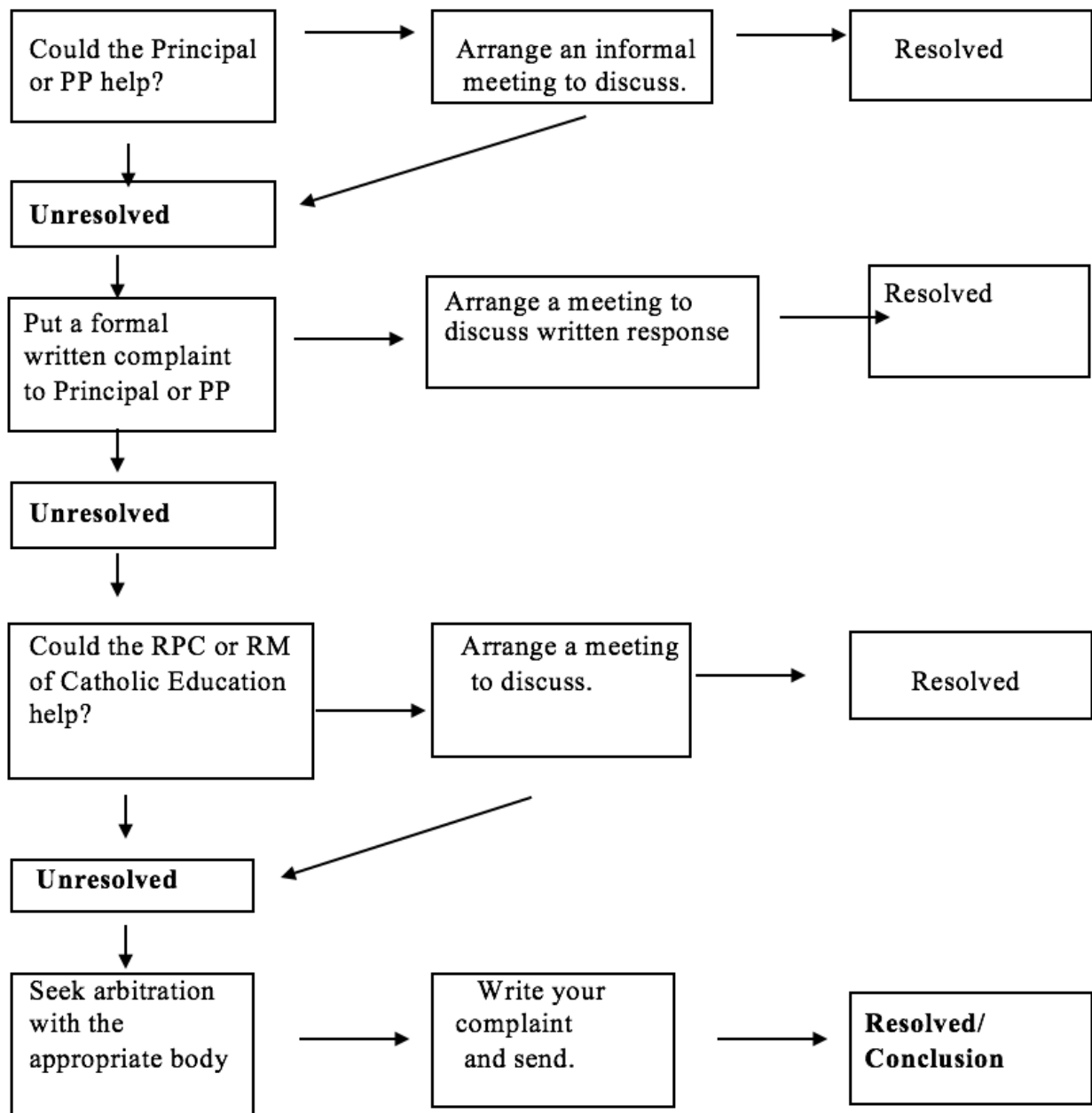
What to do if you have a Problem

- Try to identify the problem clearly before contacting the school. If there is more than one problem list them to ensure that the extent of the problem is clear to the school.
- Decide whether the problem is a concern, enquiry or formal complaint. This will help you to decide the correct approach.
- Make an appointment to meet with the Principal or Parish Priest. The best way to do this is to contact the school office to arrange a mutually convenient time for a telephone call or meeting.
- Try to stay calm when discussing your concern. Even if you don't feel it, being calm will help you get your concerns across more clearly than if you are upset or angry. It may help to take someone with you.
- If you feel that the matter has not been resolved after your meeting with the Principal or Parish Priest, you may make a formal complaint in writing to the Principal or Parish Priest.
- The Principal or Parish Priest will respond in writing to your formal complaint and, if appropriate, may schedule a further meeting with you to discuss the response.
- If, after receiving the written response (and/or having a follow up meeting), you feel that the matter has still not been resolved or if you have a formal complaint about the school, its staff or students, make an arrangement to meet with, or send a written complaint to the St Margaret's Regional Principal Consultant at the Catholic Education Office.
- If the matter still has not been resolved, notify the Regional Manager of Catholic Education stating your concerns in writing. If no resolution has been achieved, the Director will arbitrate after thorough examination of the grievance and related issues.
- If matters still remain unresolved, as a last resort parties might seek conciliation and/or legal process.

NB The VRQA and the Secretary of the Department of Education do **not** deal with complaints within the Catholic Education system.

Flowchart for Community Members

(Mediation provided at appropriate time and/or upon request at any stage of the process)



Information for Students

At St Margaret's School, we believe that it is important that everyone feels happy and safe at our school so that the best learning can take place. We believe that everyone, staff and students, need to work closely together to provide the best educational opportunities for you.

Student Wellbeing Program:

The Student Wellbeing program focuses on the social and emotional development of students and helps teach strategies for dealing with everyday challenges. As part of this program, the School has appointed a Student Wellbeing Co-ordinator and has also implemented some steps and "Consequences" approach for dealing with behavioural issues.

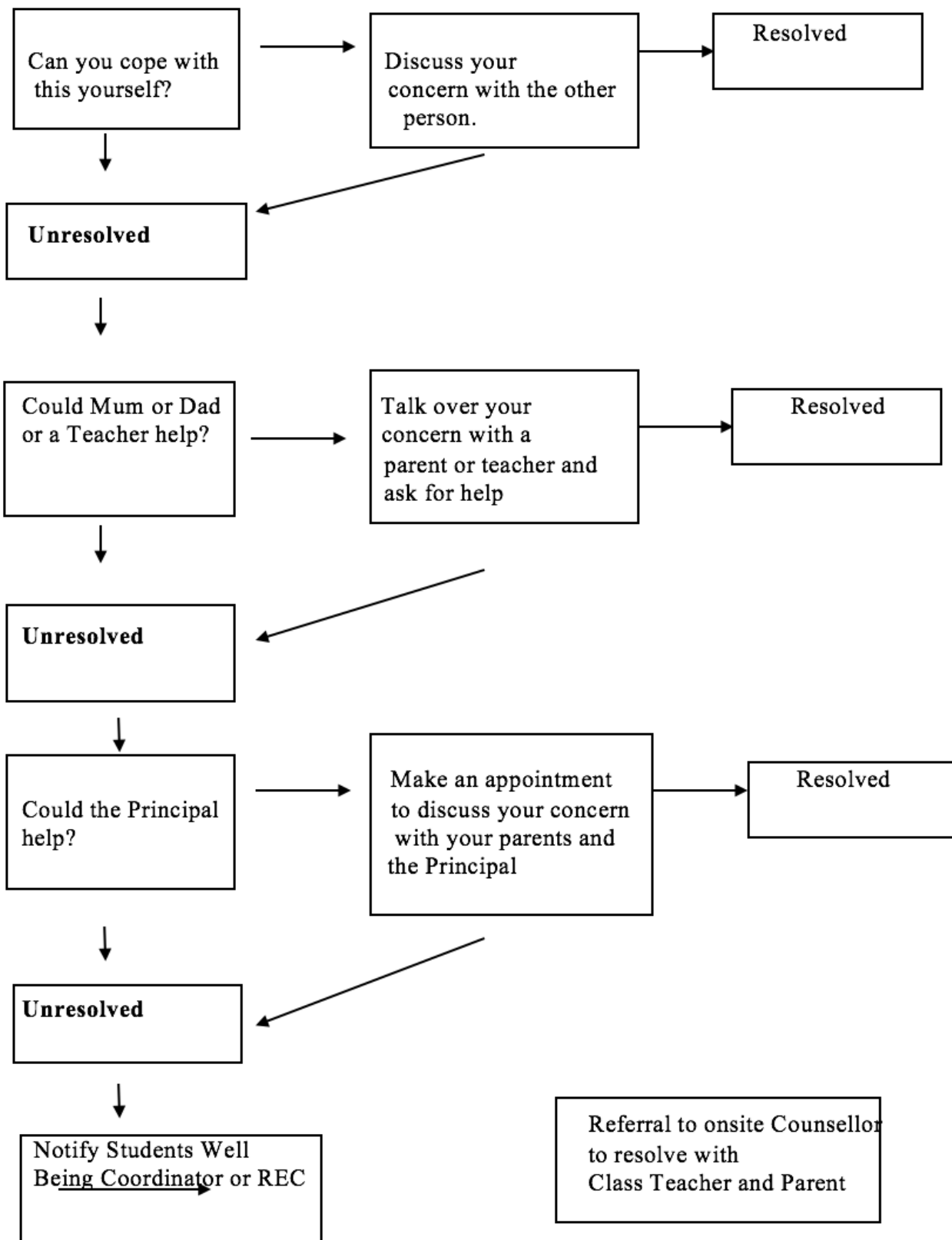
Students may also have other concerns that require a different solution. If you have a problem, a concern or a complaint, we encourage you to speak to someone about it and we have provided some steps that you might work through to help you do this.

What to do if you have a Problem

- Try to identify the problem that is upsetting you. If there is more than one problem, list them so that you are clear about what you feel or need.
- If you feel you can talk to the person you are having the problem with, talk to that person about it.
- Try to stay calm when discussing your concern. Even if you don't feel it, being calm will help you get your concerns across more clearly than if you are upset or angry.
- If you feel uncomfortable speaking to the person, or your talk with the person does not solve your problem, talk to a teacher or your parents about your concerns and ask them to help you deal with it. They will often be able to give you good ideas on how to cope with it and will help you. You should explain:
 - Who was involved
 - What happened
 - What you did
 - What you believe was unfair and unjust
- Work with the teacher and/or your parents to decide what should be done to help you.
- If you still do not feel that the matter has been solved, make an appointment with your parents to talk to the Principal.

Flowchart for Students

(Mediation provided at appropriate time and/or upon request at any stage of the process)



Information for Staff

At St Margaret's School, we believe that the relationship between colleagues is a very important part of ensuring that children are happy, secure and open to learning. We recognise that all staff need to work closely together to provide the best educational opportunities for the students in our care. If you have any concerns or complaints regarding any other member of the school community, we strongly encourage you to work together to resolve these as promptly and effectively as you can.

The approach set out below is subject to a staff member's right or obligation to pursue an applicable grievance procedure prescribed in the document governing the employment of that staff member (including an applicable industrial instrument such as an award or collective agreement, or the relevant successor document). The following process is not intended to interfere with or override any such formal grievance procedure.

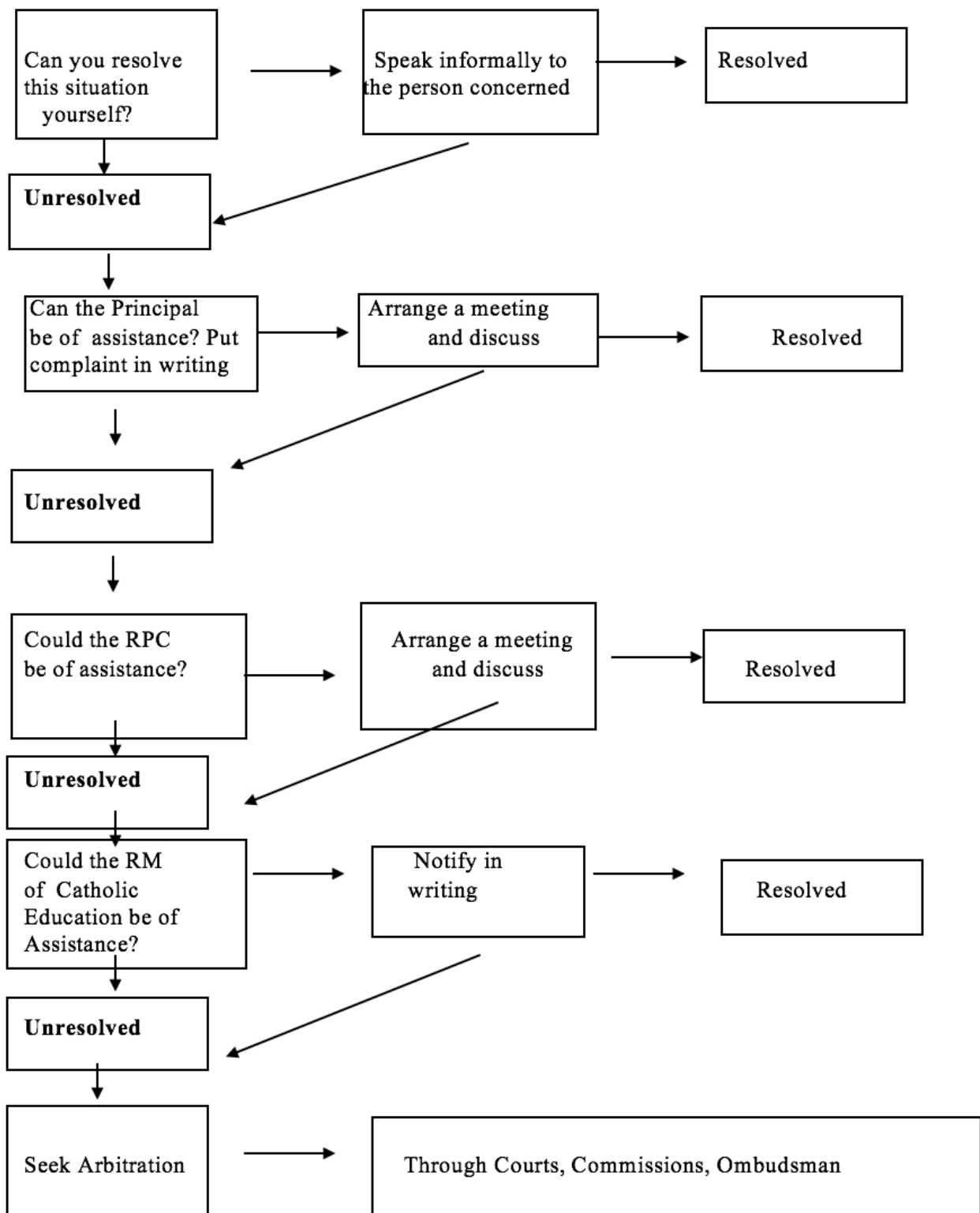
What to do if You Have a Problem

- Try to identify the problem clearly before taking any action. If there is more than one problem, list them to ensure that the extent of the problem is clear to the school.
- Decide whether the problem is a concern, enquiry or formal complaint. This will help you to decide the correct approach.
- In the interests of resolving matters quickly and effectively, you are encouraged to informally discuss your concern/complaint with the person concerned.
- If informal strategies do not resolve the issue, make your complaint formally and in writing to the Principal. Where the Principal advises, mediation can be arranged between the parties concerned with their mutual agreement.
- If you still do not feel that the matter has been resolved, or if your concern is serious or involves the Principal, telephone or send your complaint in writing to the St Margaret's Regional Principal Consultant at the Catholic Education Office, who will then contact you and make arrangements for you to discuss your concern.
- If the matter has still not been resolved, notify the Regional Manager of Catholic Education stating your concerns in writing. If no resolution has been achieved, the Director will arbitrate after thorough examination of the issue.
- If matters still remain unresolved, as a last resort parties might seek conciliation and/or legal process.

NB The VRQA and the Secretary of the Department of Education **do not** deal with complaints within the Catholic Education system.

Flow Chart for Staff

(Mediation provided at appropriate time and/or upon request at any stage of the process)



Updated May 2019

Use of Restraint & Seclusion in Schools

CEM – Guidelines for Behaviour Support

Guidelines for the use of Restraint and Seclusion in Schools

All teachers and schools owe students a duty of care, and are required to take reasonable care to ensure student safety and their protection from reasonably foreseeable injuries. Moreover, it is recognised that staff in all schools are also owed a duty of care. The employer is required to provide and maintain, so far as reasonably practicable, a working environment that is safe and without risk. To this end, the CECV (2014) published guidelines for principals titled Safe and Sound Practice Guidelines (Occupational Violence). The Guidelines provide principals with advice on how best to manage potential or actual occupational violence within their schools and address matters such as preventative practices, intervention practices (along with appropriate incident responses) and post-incident responsibilities.

Students Exhibiting Complex and Challenging Behaviour

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

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

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

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

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

Definitions

Duty of Care. Every teacher and school authority owes students in their care a duty to take reasonable measures to protect students from risks of harm that are reasonably foreseeable.

Restraint. The use of physical force to prevent, restrict or subdue movement of that person's body or part of their body, for the primary purpose of behavioural control.

Seclusion. This involves solitary confinement of a person in a room or area from which their exit is prevented. This includes situations where the person believes he/she cannot or should not leave an area without permission.

Restrictive Intervention. A restrictive intervention is any intervention, which effectively restricts a person's freedom of movement.

Least Restrictive Intervention. A practice that:

- a) is not more restrictive or intrusive than necessary to prevent the person from inflicting harm on themselves or others; and
- b) is applied no longer than necessary to prevent harm or danger.

In every circumstance where restraint and seclusion is applied, the least restrictive form of intervention should be used, for the least amount of time necessary.

- **Emergency.** A sudden state of danger requiring immediate action to prevent or manage a serious and imminent risk of harm to the person or to another person or people.
- **Time out.** A procedure in which the person is separated temporarily from a rewarding environment as part of a planned and therapeutic program to modify behaviour.

Restrictive Interventions

Time Out versus Seclusion

Time out and seclusion are different practices, and are used in different situations.

Time out is a practice used in schools to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating. Time out is a planned intervention, to be used as part of an overall approach to supporting a student exhibiting complex behaviour. The use of time out should form part of a student's behaviour management and/or de-escalation plan. It is used to assist students to settle and return to a state of calm, so they are more actively able to participate academically and socially. The use of time out can be either teacher-directed or self-directed and takes place in a setting that is not locked.

Seclusion is a much more strongly directed approach, where students are placed in involuntary solitary confinement from which they cannot exit (either practically or in their perception). As with restraint, seclusion should only occur as an emergency response, and only applied when all other less restrictive intervention has been attempted. If a student is placed in a separate room, supervision must be maintained to ensure the school meets its duty-of-care obligations.

Schools must ensure their practices reflect time out in the context of a therapeutic educational strategy and not as a form of seclusion. As part of a carefully formulated Support Plan, schools may seek advice in the development or refinement of a Student Support Safety Plan in light of a serious incident.

Protective Physical Interventions, Restraint and Seclusion

It should be noted that teachers in Catholic schools have a duty of care and responsibility to all students and that any physical action should consider maximum respect for the student's autonomy and their individual rights. In this light, it is the responsibility of all educators to consider all actions possible to reduce and eliminate restrictive practices.

Every child has the right to feel safe and strategies to prevent crises including providing access to quiet space, providing students with opportunities to move from a stressful environment to a 'safe space,' and communication aids to improve receptive and expressive communication with others. In rare circumstances, it may be necessary for a teacher to take an evasive action to prevent harm to themselves or a child. This can be to redirect a child that is engaging in self harm (e.g. biting themselves) or to block a student attempting to hit out or to break away from a student's grip. The key purpose is to provide an opportunity to move away from harm. It must be noted that any physical intervention must be the least invasive way of protecting those involved. If there is a less invasive way of protecting those involved (e.g. exit the area), then that approach should be used. Every occurrence must be documented and the parents

notified on the day. These actions are defined as Protective Physical Interventions, and generally consist of an action that is applied with the sole view of providing the opportunity for staff or students to move to a safer area for protection.

The students' actions may have been blocked but he/ she will remain free to move away. Any decision will need to consider the right to protect oneself from harm and the obligations under the Human Rights Charter to protect the rights, freedoms and inherent dignity of people. Further information can be located in the Legal Obligations section of the DET Schools Policy and Advice Guide (Victorian Department of Education and Training 2014b). Where a Protective Physical Intervention is used in Catholic schools, the incident must be documented through the management process outlined on page 11 of this guide should be followed. This will include reporting the incident to the principal, the regional principal consultant and completing the School/Injury Report form.

Restraint

Any further restrictive practice should be carefully considered, with physical restraint only used in the very rare circumstances and only for the period immediately required to protect the safety of the student or any other person. In making a decision that any form of restraint is required, staff should be fully aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member applying the physical restraint. School staff should consider all alternate options including the removal of all other students, placement in another classroom, or cessation of activity causing distress.

In the event restraint is applied, the least restrictive form of restraint must be used for the minimum time possible to provide an opportunity to exit the area (i.e. no more force/intervention than could reasonably be considered necessary in the specific situation).

Restraint may only be used:

- in an emergency where the danger of harm to the student and/or others is imminent; and
- the restraint is only to prevent the student from inflicting harm on him/herself and/or others; and
- there is no reasonable alternative to avoid the danger.

All above conditions must be met.

Restraint should never be used:

- to maintain good order or respond to a class/ school disruption
- as a response to:
 - a student's refusal to comply
 - verbal threats from a student
 - a student leaving the classroom/school without permission
 - property destruction caused by the student.

Considerations when Applying Restraint

If a decision is made that the only action available is to apply a restraint, the following factors need to be considered:

- minimum force is applied and to avoid the danger and/or risk of harm

- the restraint should only be applied for a minimum time and should cease as soon as the immediate danger for the student or others is averted (e.g. the minimum time required to remove students immediately at risk from the area).

With respect to the student, consider:

- the age, grade and developmental level
- physical presentation – weight and stature
- any disability or impairment
- mental state
- medical conditions
- anticipated response.

Throughout the incident, staff should continue to engage with the student in a calm and measured way. Explain why the restraint is being applied and that it will cease once the student is no longer a danger to themselves or others.

Further detailed information regarding the use of restraint can be accessed from the DET Schools Policy and Advisory Guide (Victorian Department of Education and Training 2014e).

Reporting the Use of Restraint and Seclusion

The CECV Safe and Sound Practice Guidelines (Occupational Violence) (CECV 2014) clearly describe the essential steps in reviewing any incident where physical violence is threatened or unfolds, or where damage to property has occurred.

It is essential that all aspects of the school's management of the emergency or critical incident be reviewed (CECV 2014, p. 24).

The review should include an investigation of:

- all aspects of the school's relevant risk assessment and management processes
- supportive practices that work well for the student/s involved
- key elements that led to the escalation or challenged the student/s in this event
- further adjustments or supports that, if implemented, could prevent a repetition of this event.

The student's safety plan and behaviour support plan should be reviewed in light of this information. The risk assessment may also require updating of school policies, processes and procedures, with staff and parents notified of the changes.

The principal should also consider the wellbeing of all staff and students post the incident, and the need for any additional support, including access to the Employee Assistance Program (EAP), counselling or professional development for staff.

A report of the incident is required for the school's accident/incident register. The School Injury/Incident Report form is located on the CEVN website <https://cevn.cecv.catholic.edu.au> under Staffing & IR / School Injury Incident Report Form. This report will also need to be provided to the appropriate diocesan personnel. Accurate student records detailing the incident should also be placed in the student's file.

Contact should be made by the principal with the parent/carer/guardian as soon as possible following any incident. Parental involvement should be a component of any ongoing procedures and include attendance at Program Support Group (PSG) meeting to discuss the incident and future strategies.

Staff Training

In all situations, where reasonable and practicable, restraint should only be applied by staff who have been trained by a registered provider. Schools seeking to engage a registered provider to deliver appropriate training are asked to make contact with Catholic Education Melbourne.

The DET has issued detailed guidance for government school staff to assist with responding to violent and dangerous student behaviours. Titled *Guidance for Responding to Violent and Dangerous Student Behaviours of Concern* (Victorian Department of Education and Training 2015), the materials include information about legal obligations, resources for training, and fact sheets for parents.

Principals should note that rooms or areas designed specifically for the purposes of seclusion or used solely or primarily for the purpose of seclusion are not permitted in Victorian government or Catholic schools. Any restraint which covers the student's mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints must not be used.

Student Wellbeing Processes

Introduction:

Wellbeing refers to students' social, emotional, moral, spiritual and physical development. Evidence suggests that these elements are integral rather than incidental to learning. Listed below are some of the initiatives we have in place in our school. This is not an exhaustive list.

PRIMARY INTERVENTION	
Primary preventions are structures that facilitate belonging and promote wellbeing.	
School Wide Positive Behaviours	School Wide Positive Behaviours is a framework that helps us create universally accepted behaviours, teach these to our students, and then positively reinforce students choosing to follow these behaviours.
School Celebrations	Every year we have a wide range of school celebrations including school camp, inter-school sport, student leadership program, Mother's & Father's day celebrations, swimming program, bush dance, ANZAC day and religious celebrations such as Sacraments, St. Margaret's Feast day and prayer services. These programs all promote general wellbeing.
Bravehearts	This program has been produced in consultation with experts from both child protection and education sectors to develop non-confrontational educational resources that engage children. An essential part of this program encourages children to speak to someone they trust when they feel unsafe or unsure.
Family Partnerships	This project aims to further develop and strengthen our Family-School Partnerships to enhance student learning. We acknowledge the value of working in partnership with families for the benefit of student outcomes, wellbeing and life chances. This is demonstrated through Learning Walks, open classrooms, learning expos, curriculum evenings, school assemblies and social events.
eSmart	We have participated in the national eSmart training program. The eSmart program aims to support students in learning about cyber safety and how to deal with cyber bullying.
First Aid	Our staff have completed and maintain up to date training in First-Aid. Staff have completed specific anaphylaxis and asthma training aimed at providing a safe environment for our students.
EARLY INTERVENTION	
Early interventions are programming and planning interventions that target students identified as at risk of not reaching their full potential.	
Program Support Group Meetings	For those students identified as 'at risk' in their academic or social learning we have Program Support Group Meetings (PSGs) each term. In these meetings parents, the student's teacher and school leaders discuss the student's progress and needs. When required or requested outside experts or a parent advocate may also attend these meetings
Personalised Learning Plans	For those students identified as 'at risk' in their academic or social learning we develop and implement a Personalised Learning and/or Behaviour Management Plan. In these plans teachers and parents identify strategies and set goals to support the student in his/her learning.
Speech Pathologist	The school's Speech Pathologist conducts a variety of language assessments and implements targeted intervention, small groups or one on one.

Developmental Psychologist	Students and parents have access to be referred to an internal Developmental Psychologist to provide necessary assessment procedures and relevant support to student needs.
Catholic Education Office Support Services	The Catholic Education Office provide specialist Speech Pathologists, Education Advisors, Visiting Teachers and Psychology services. When teachers refer students identified as 'at risk', these specialists assess and identify the student's learning priorities and provide advice and support to best meet the learning needs of the student.
Occupational Therapy	In partnership with Deakin University, we have undergraduate Occupational Therapy students provide support to individual students and advice to teachers.
Learning Intervention	We have systems within the school to help cater for early intervention across the school and small group targeted intervention. In the junior area there is a Learning Support Officer (LSO) in the foundation and grade one year levels that helps to delivery targeted intervention. In grades 2 – 6 there is a third teacher that assesses students and develops and implements modified learning programs that cater for students' needs
Peaceful Kids	A developmentally appropriate program that gives children the skills, practice and support to utilize coping strategies that lessen the symptoms of anxiety and stress through the use of mindfulness and positive psychology strategies. Students will be identified in conjunction with teachers and parents. This intervention program is delivered in a small group capacity.
POSTVENTION Postventions address circumstances that require specialist support, management of trauma, limiting impact and developing social learning.	
Communication	When a teacher judges that parents should be informed he/she will phone or speak in person with those parents. This is a key element in sending a message to the child that we are working together to support and guide his/her social learning.

Rights & Responsibilities

<p><i>Here are your important rights...</i></p> <ol style="list-style-type: none"><p>1. You have a right to be an individual at school.</p><p>This means that you should not be treated unfairly because you are tall or short, boy or girl, because it takes a little longer to get the right answer.</p><p>2. You have a right to be respected and treated with kindness.</p><p>This means that others should not laugh at you, make fun of you or deliberately hurt your feelings.</p><p>3. You have a right to express yourself.</p><p>This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner.</p><p>4. You have a right to a safe school.</p><p>This means that your school should try to provide safe classrooms, equipment and rules to ensure your safety at school.</p><p>5. You have a right to tell your side of the story, remembering the rights of others.</p><p>This means that you may tell your side of the story when accused of breaking a rule.</p><p>6. You have a right to learn at school.</p><p>This means that you always try your best with all your work and take advantage of the opportunities provided.</p>	<p><i>...and responsibilities</i></p> <ol style="list-style-type: none"><p>1. You have a responsibility to let others be individuals at school.</p><p>This means that you should not treat others unfairly because they are tall or short, boys or girls, because it takes a little longer to get the right answer.</p><p>2. You have a responsibility to respect others and treat them with kindness.</p><p>This means that you should not laugh at others, make fun of them or deliberately hurt their feelings.</p><p>3. You have the responsibility to let others express themselves.</p><p>This means that you should let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.</p><p>4. You have a responsibility to try to keep the school safe.</p><p>This means you should try to make your classroom safe, look after our equipment and follow the school rules to ensure everybody's safety at school.</p><p>5. You have a responsibility to listen to others tell their side of the story.</p><p>This means you should let others tell their side of the story when accused of breaking a rule.</p><p>6. You have a responsibility to let others learn at school.</p><p>This means you shall not distract others learning or the teacher from teaching.</p>
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BEHAVIOUR SUPPORT PLAN – APPENDIX 1

Use the colour code when recording and monitoring the effectiveness of interventions/adjustments made by teaching staff

STUDENT:

YEAR LEVEL:

START DATE:

COORDINATOR:

Class Teacher/s	
PE	
Art	
SEL	
Italian	
STEM	

This plan is committed to supporting the student in developing skills required for positive social interaction, in order to become a more successful learner and to create a safe learning environment for all.

BACKGROUND: Brief summary of key information/factors that may be having an impact on the student.	
<i>Considerations may include: environmental, developmental and health factors (including medication/sleep difficulties), learning strengths and challenges (including formal assessment results/reports), cultural and social factors, experience of trauma, diagnosis of disability/disorder</i>	
TARGET BEHAVIOUR: The behaviour of concern that the support team wants to change. (This may be a behaviour/skill that occurs either more frequently than desired or less frequently than desired.)	
<i>Describe the form of the behaviour in observable and measureable terms, stating what the student says or does, e.g. the student runs out of the classroom three or more times each day, student yells out, 'I don't want' and throws task materials onto the floor.</i> N.B. Avoid subjective descriptions/terms	
TRIGGERS: The immediate antecedent or setting events/contexts/routines that directly or indirectly increase the likelihood of the target behaviour occurring.	
<i>Examples of triggers include: environmental stimuli eg. Noise level, changes to schedule, transitions, non-referred tasks, interaction with/proximity to individuals, social/auditory/academic requests made of student, conflict at school.</i>	
FUNCTION: What is the student trying to gain or avoid as a result of the target behaviour?	
<i>Common functions of problem behaviour may lead to a student: Gaining peer attention/interaction, adult attention/interaction, a desired activity/object/item, sensory input; or avoiding a non-</i>	

<p><i>preferred/difficult/boring/easy task/activity, attention/interaction/proximity to peers/adults, non-preferred/ uncomfortable sensory experience.</i></p> <p><i>A summary statement can read: 'When _____ happens, the student does _____ and as a result (gains/avoids) _____.'</i></p> <p>Functions of Behaviour Flow Chart see below</p>	
<p>SIGNS/INDICATORS: Student's expression/body language/statement prior to demonstration of behaviour.</p>	
<p><i>Statement that describes the student just prior to problem behaviour. Describe common signs/ indicators eg. Face becomes red, voice volume becomes louder, moves around the learning area.</i></p>	

Behaviour Support Plan Adjustments Identified

GOAL- TARGET BEHAVIOUR: <i>Write a SMART goal (Specific, Measureable, Achievable, Relevant, Time-referenced) eg. 'For X to calmly transition between activities using verbal and visual cues 80% of the time after 6 weeks'. The targeted learning outcome for the student is 'to calmly transition between activities'. The conditions in which this targeted outcome will occur are using verbal and visual cues' and the criterion is '80% of the time after 6 weeks'.</i>	ACTION (PROACTIVE INTERVENTIONS): Aimed specifically at assisting the student to demonstrate the alternative/replacement behaviour (goal). These may become GENERAL ADJUSTMENTS in a PLP. Include: <ul style="list-style-type: none"> • Prevention interventions (adjustments) to modify antecedents that trigger the target behaviour. • Interventions to teach and prompt the replacement behaviour • Interventions to reinforce the replacement behaviour (initially approximations to the goal) 	WHO: Specify staff who will be responsible	EVALUATION: Specify how the goal will be monitored and over what timeframe. Consider what data will be collected and analysed	FEEDBACK/REFLECTION: What adjustments will be implemented consistently, in order to best support the student?

I have read this plan and commit to its implementation

Parent

Teacher

Principal

REVIEW DATE OF PLAN:

STUDENT SAFETY PLAN TEMPLATE – APPENDIX 2

STUDENT:

YEAR LEVEL:

START DATE:

COORDINATOR:



This plan is committed to supporting the student on occasions when their behaviour is escalating and especially where there is a risk of serious incident occurring, such as threat of or actions that can cause physical harm or danger to the student or others.

Ensure that all relevant staff are informed of the processes to be followed to achieve a consistent approach

POTENTIAL TRIGGER(S) FOR ESCALATING BEHAVIOUR:	ACCELERATION/ESCALATION BEHAVIOURS:	UNSAFE BEHAVIOURS (CRISIS EVENT):	DE-ESCALATION BEHAVIOURS:	RECOVERY:
The immediate antecedent or setting events/ contexts/ routines that increase the likelihood of problem behaviour occurring.	The signs of escalating behaviour. These behaviours often precede the unsafe behaviour, eg. Increase questioning, arguing, inability/refusal to follow instructions/requests.	The behaviours that require intervention for the safety and wellbeing of the student and others, eg. Physical aggression, property destruction, self-injury, running away/ leaving supervised area.	The behaviours that indicate the student is calming.	The behaviours that indicate the student has de-escalated' and now appear calm.
IDENTIFIED TRIGGER	IDENTIFIED BEHAVIOUR	IDENTIFIED BEHAVIOUR	IDENTIFIED BEHAVIOUR	IDENTIFIED BEHAVIOUR
PLANNED RESPONSES	PLANNED RESPONSES	PLANNED RESPONSES	PLANNED RESPONSES	PLANNED RESPONSES

References & Reflection Material

School Vision Statement

Pastoral Care of Students in Catholic School – C.E.C.V.

Religious Education Program – To Know, Worship and Love

You Can Do It: Program Achieve – Michael E Bernard

Bounce Back Program – McGrath and Noble

You Know the Fair Rule – Bill Rogers

Behaviour Recovery – Bill Rogers

Friendly Kids, Friendly Classrooms – Helen McGrath

Same Classroom, Different Kids – Helen McGrath

Get Real – Drug Education Program Resource

National Safe Schools Framework

Parent Library

Available through both our school library and from School Counsellor Resources

Support Services

Catholic Education Office:

James Goold House, 228 Victoria Pde.

East Melbourne, Vic. 3002

Education Officer, Student Wellbeing 03 9267 0283

Centacare Catholic Family Services

62 McKillop St. GEELONG 5221 7055

Email: ccentacac4@bigpond.net.au

Bethany Community Support

1 Gibb St. GEELONG NORTH 5278 8122

Email: bfs@bethany.org.au

Kids Help Line 1800 551 800

Parents Help Line 13 22 89