



ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

STUDENT BEHAVIOUR POLICY

Purpose:

The St Aloysius Catholic 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 Aloysius Catholic 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:

About St Aloysius Catholic Primary School

St Aloysius Catholic Primary school is situated in Queenscliff, on the Bellarine Peninsula in Victoria. It is a school steeped in history with the original building dating back to 1902. In 2018 the school population stood at 113 students. After extensive renovations in 2015 the school now has a contemporary learning and teaching environment that boasts a music and drama multipurpose centre, a visual arts room, library, newly designed year 5 and 6 centre on the first floor, spacious indoor/outdoor learning spaces and an inviting administration area. The learning environment of the school can best be described as calm and engaging allowing students to learn both independently and collaboratively in an interactive and focussed manner. Set between Swan Bay and Port Phillip Heads the school is situated in a pristine natural environment that allows for seamless interaction and excursions with a unique environmental focus.

St Aloysius Catholic 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:

Among students, staff and parents we strive to develop the following:

- a respect for the innate dignity and worth of every person;
- an ability to understand the situation of others;
- a cooperative attitude in working with others;
- open, positive and honest communication;
- the ability to work respectfully with other people;
- trusting relationships; and
- responsible actions

At St Aloysius Catholic 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:

At St Aloysius we value a Christ-centred Catholic education providing excellent, inclusive and contemporary schooling.

The Staff of St Aloysius recognizes the right of each child to a complete education and therefore the curriculum of our school need to foster the total development of each child:

- spiritually;
- academically;
- aesthetically;
- emotionally;
- socially;
- culturally; and
- physically

As members of St Aloysius School Staff we strive to be a faith-filled, dynamic community who proclaim the mission of Jesus. We believe it is essential that we aim to promote the self-esteem of others and that we assist children to feel positive about the future.

Our school works within the Parish of Holy Trinity to develop a mutual awareness of what it means to be a member of a Catholic Community. To make this work we need cooperation between the school staff/students, families and members of our Parish.

Mission:

To develop in children an awareness and appreciation of the environment in which they live and respect for it as part of God's creation.

To develop an appreciation of education as a lifelong process that enables individuals to adapt in a rapidly changing technological society.

That through education one develops an understanding of self, others, our society and the world in which we live.

To assist students to develop skills, attitudes, values and actions which will support them in becoming valued effective members of our society.

To cultivate an environment where children, parents and staff grow together in a Catholic community. To have time for reflection so the Spirit of God can be seen in action.

To endeavour to show each child that they are special and individually loved for whom they are.

To foster a spirit of acceptance, appreciation, sharing and friendly cooperation with all others in our school community. Our school needs to be a happy place where people respect and support each other.

To facilitate the professional development of staff, who can then use these new ideas for the benefit of our children? To facilitate a relationship between staff/parents so that parents too can understand the changes that are taking place in the education process.

To provide a variety of experiences that encourage children to participate to the maximum of their abilities.

To build and expand the experience of our children so that each comes to a fuller realization of belonging to a faith and wider community.

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 Aloysius Catholic 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 mission and vision of the school and to understand their rights and acknowledge their obligation to behave responsibly.

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

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

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. Please refer to St Aloysius Catholic Primary School's Anti-bullying policy for further details.

- **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 Aloysius Catholic 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 that the care, safety and welfare of all students attending the School. In discharging duty of care responsibilities, the School and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances. The school must also comply with legislation related to Occupational Health and Safety 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 in themselves that they can learn 2. model the School's core values of respect, communication, trust and teamwork 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. 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. 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, in accordance with the terms of your child's 	<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

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
	<p>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>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>

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 unless they have permission to leave from the School and parents 5. work with their teachers to develop learning activities to be included in any Remote 	<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 	<ol style="list-style-type: none"> 1. proactively promote regular attendance 2. mark rolls accurately each learning session 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

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
<p>Learning Plan and to be completed during a prolonged absence from school</p> <p>6. work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent</p>	<p>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</p>	<p>individualised strategies</p> <p>7. report lengthy or unexplained absences to the Regional Manager</p> <p>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> <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>

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. St Aloysius Catholic Primary 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

Awards are given by teachers at weekly assemblies. Student leaders also acknowledge other student achievement/recognition of values/character strengths displayed in assemblies.

Values and Character Strengths

At St Aloysius we recognise the importance of Values Education for all students. As a Catholic school, we take our values from the Gospel values. As research shows, values provide an anchor for a person's wellbeing. They are an essential part of knowing why we exist and are the foundation of who we are, giving meaning to our life. Our values help us with making choices and fulfilling our goals. Recognition of positive behaviour at St Aloysius takes place through school assemblies, class Seesaw pages, newsletter and social media (where applicable).

Values

Acceptance	Creativity	Freedom	Justice
Playfulness	Achievement	Culture	Fun
Kindness	Power	Adventure	Curiosity
Gratitude	Leadership	Religion	Ambition
Equality	Growth	Love	Respect
Authenticity	Environment	Health	Loyalty
Security	Beauty	Excitement	Honesty
Nature	Self-Acceptance	Challenge	Fairness
Hope	Non Conformity	Spirituality	Community
Family	Humour	Peace	Teamwork
Compassion	Forgiveness	Independence	Persistence
Tradition	Courage	Trustworthiness	

Character strengths are our tool to help follow our values. Some values are also character strengths, for example Gratitude. The 3 master strengths are Love, Self-regulation and Gratitude.

Creativity	Hope	Curiosity
Humour	Enthusiasm (zest)	Open-mindedness
Honesty	Love of Learning	Bravery
Perspective and Wisdom	Kindness	Social Intelligence
Love	Modesty and Humility	Fairness
Prudence	Persistence	Self-regulation (self-control)
Teamwork	Appreciation of Beauty	Forgiveness
Spirituality	Gratitude	Leadership

In our western society there are 7 character strengths that if you don't have, will find it difficult to live in our world. These are Love, Social Intelligence, Hope, Persistence, Vitality, Zest, Self-Regulation and Gratitude.

At St Aloysius Catholic Primary School, a strengths' based approach supports Restorative Practices and Social Emotional Learning of our students. St Aloysius is compliant with the Child Safety requirements.

Child Safety is an ongoing commitment and our school will continually monitor, review and evaluate our policies and practices to maintain the requirements in regard to awareness, understanding and organisational preventative measures to ensure the safety of the students at St Aloysius School. Our school staff are committed to understanding and accepting the associated policies and Code of Conduct which gives clarity and clear direction for Child Safety. Our School Education Board has ratified our policies and Code of Conduct in relation to Child Safety.

For further information in regard to child safety from the Catholic Education Melbourne go to website <http://www.cem.edu.au/publications-policies/Child-Safety/>

We have a Child Safety Policy, Code of Conduct, Reporting Obligation Policy and Risk Management plan which are available at the school.

Tier 1: School-wide supports

St Aloysius Catholic Primary 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;
- Revision of the Personalised Learning Plan (PLP);
- Parent consultation via phone or interview;
- Support strategies that might assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed;
- Case conference.

Tier 3: Intensive intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. When a strong universal system and secondary interventions are in position, a school could reasonably expect that no more than 5% of the overall student population might require this level of support. This level of intervention is designed to provide intensive support for students presenting with complex, ongoing difficulties and who are considered significantly at risk. Complex behaviours are targeted to remediate and prevent further escalations. Typically, students should only be provided with targeted interventions following documented intervention and review at Tier 2. When a student has been identified as needing tertiary or Tier 3 supports, there are at least three major changes considered:

Setting

The instructional setting may change so that the child is working in small groups or one-on-one as needed.

Instruction

The instruction must change to match the student's identified needs. The content will be individualised or made more explicit in those areas of deficits. The changes to instruction or the BSP

should be implemented and reviewed.

Assessment

Finally, the evaluation and assessment will be intensified and individualised. Comprehensive evaluation is needed initially to inform the BSP development, and then progress monitoring data will be collected at least weekly to ensure that the supports are provided and the student is benefiting or making progress with those supports. Schools should, where required, seek the involvement of staff from the Catholic Education Office in their diocese.

Where applicable, additional input may be sought from psychologists, paediatricians or behaviour experts.

Tier 3 supports are implemented following documented intervention and review at Tier 2.

Consequences for student misbehaviour

St Aloysius Catholic Primary School adopts a staged response to challenging behaviour and appropriate consequences for misbehaviour may take the form of:

- Non-verbal warning – eg 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 Aloysius Catholic 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 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;
- Contracts for conduct/attendance/bullying;
- 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

Corporal Punishment is not permitted as a form of punishment at St Aloysius School and under the *Education and Training Reform Act 2006 (Vic)*.

Discipline of students is based on principles of procedural fairness. Confidentiality of all parties is respected at all times.

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 Aloysius Catholic 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 Aloysius Catholic 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.

Resources:

[CECV Positive Behaviour Guidelines](#)

Evaluation:

This policy will be reviewed annually.

Updated: April 2020

Review: April 2021