

HOLY EUCHARIST SCHOOL

Student Behaviour Policy



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS



Purpose

The Holy Eucharist 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 Holy Eucharist School will:

- promote positive behaviour in the school community
- seek to prevent behavioural issues
- 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](#).

Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people at our Catholic school

'The intention for this statement is to provide a central focus for child safety¹ at our Catholic school, built around a common understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change....

...Holy Eucharist Primary School together with the CECV will stay abreast of current legislation and will meet legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements².

¹As defined by the Victorian Government Special Gazette No. 2 (2016), 'children and young people' in this document refers to those children and young people enrolled as students in Catholic schools in Victoria.

²Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

EVIDENCE OF THIS OCCURRING AT HOLY EUCHARIST

- Holy Eucharist school has a moral, legal and mission-driven responsibility to create nurturing environments where children and young people are respected, their voices are heard and where they are safe and feel safe.
- Our utmost responsibility at Holy Eucharist is to create a child-safe school environment.
- Holy Eucharist is resolutely committed to ensuring that all those engaged in our Catholic primary school promote the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment.

School Profile

About Holy Eucharist School:

Holy Eucharist Catholic Primary School was established in 1975 and is situated in the Western suburbs of the Archdiocese of Melbourne. The school is situated in Oleander Drive, St. Albans South and was the first 'open plan' Catholic School in the area.

The students come from diverse multicultural and socio-economic backgrounds. We are justly proud of our school community, as it represents a snapshot of the wider picture of Australia - The multicultural picture.

In 2021 the community was made up of approximately 347 families and 27 different language backgrounds, the most prominent being from Vietnam, Philippines, mainland China, Sudan, Syria, Pacific Islands, Kenya, India, Sri Lanka, Myanmar, Samoa, Southern and Central America and Europe.

The school's population in 2021 was 518 students. Approximately 19% of students were born overseas and overall 91% of the community were from English as an Additional Language background. During 2021 there are 74 staff members who are full/part-time who also come from diverse backgrounds.

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

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

Rationale

At Holy Eucharist School we strive to provide an inclusive education which values equity and diversity and celebrates difference. Equity and diversity are 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 and Mission

Our Vision Statement

Holy Eucharist

A school where strong professional relationships create successful teaching and learning opportunities within the Australian Catholic tradition.

TO BE:

ENGAGED in contemporary learning, personalised to individual needs

EDUCATED using contemporary tools and programs

EMPOWERED to be lifelong learners in such a 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
- to foster self-discipline and to develop responsibility for one's own behaviour.

Guiding Principles

Holy Eucharist 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. All 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 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 MACS school community.

It is vitally important that the school is made fully 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, codes of conduct 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 gestures, 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, physical appearance 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 Holy Eucharist School 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 feel safe or 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 Holy Eucharist 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 its 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 should be read in combination with the CECV Positive Behaviour Guidelines 2018 and is also informed by the following resources:

- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- National Safe Schools Framework <http://www.education.gov.au/national-safe-schools-framework-0>
- eXcel: Wellbeing for Learning in Catholic School Communities
- Health Promoting Schools Framework www.ahpsa.org.au
- CECV Intervention Framework 2015 www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf
- Diocesan policy and regulations
- [CECV Safe and Sound Practice Guidelines](#)

Shared Behaviour Expectations

The shared expectations of students, parents and the School are clearly articulated in the policies, procedures and framework documents and will be jointly implemented by all members of the school community. Expectations for all school community members focus on positive and pro-social behaviours, prevention and early intervention and consistent, fair and reasonable application.

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

The school has the following support measures in place:

- 6 consistent rules across the school (Appendix 2)
- A consistent list of consequences (Appendix 3)
- A Behaviour Management Sheet for students in Prep – Year 2 (Appendix 4)
- A Behaviour Management Sheet for students in Year 3 – Year 6 (Appendix 5)

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

Students are expected to:	Parents/Guardians/Carers are expected to:	Principals/Teachers and Staff will:
1. take responsibility for their learning and have high expectations in themselves that they can learn	1. have high expectations of their child's behaviour, understand and support the implementation of the School's behavioural expectations	1. promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2. model the School's core values of respect, endeavour, communication, trust and teamwork	2. openly communicate with the School in regard to their child's circumstances	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. take responsibility for their own behaviour and the impact of their behaviour on others	3. cooperate with the School by assisting in the development and enforcement of strategies to address individual needs	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. comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to: <ul style="list-style-type: none"> a) obey all reasonable requests of staff b) respect the rights of others to be safe and learn c) respect the property of others. 	4. provide complete, accurate and up to date information when completing an enrolment form and supply the School, prior to and during the course of 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	4. consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances

	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 enrolment at the School.	5. plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs.
	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/carer and school, may result in suspension or termination of the child's enrolment.	6. recognise that for some students (including vulnerable students or students with disabilities) 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

Attendance Expectations

Student attendance expectations should be promoted among, and implemented by, all members of the school community (students, parents and the school). Attendance expectations focus on positive and pro-social behaviours; prevention and early intervention; and need to be consistently and fairly applied. Full details on attendance, expectations to promote attendance, and attendance/absence procedures are set out in the Melbourne Archdiocese Catholic Schools (MACS) Attendance Policy and associated DET School Attendance Guidelines.

Student attendance is absolutely vital to the attainment of the best possible learning outcomes. When your child is absent they miss schoolwork and regular absences can have an extremely detrimental impact upon student progress. This may also mean that students who are under-performing as a result of frequent absences suffer low self-esteem and may also feel disengaged from learning. We all want every student to have the best chance to perform at their personal best. There is a mountain of research which shows the correlation between low attendance rates and poor school performance and it is in all of our interests to implement policies and procedures to ensure that students in our school are given the best chance. It is also critical that students learn the importance of being on time and that tardiness is not acceptable. This is a basic discipline that is vital for all students to master so that they can

become productive and reliable adults. Just as tardiness is not acceptable for school staff, nor is it acceptable for school students. If we do not develop these habits early in life it becomes significantly harder to do so later on.

Regularly arriving late to school can also have a detrimental impact upon student learning. The bell to start classes goes at 8.55am am so ideally students will arrive at school just before this time. This is an important time for teachers to settle students, plan for the day ahead and commence work. Research shows that young children’s learning is at its most effective at the beginning of the day. It is also disruptive to other students and to teachers when students arrive late to class. Finally it is stressful for children to be late and often children begin classes in a negative frame of mind and their concentration is not as high as it should be when they are late.

Holy Eucharist Attendance Policy

Ensuring that students attend school each day is a legal requirement. It is also a shared expectation of all students, parents and the wider school community, focusing on positive and pro-social behaviours together with prevention and early intervention.

The school recognises the importance of providing clear guidance on student attendance that is applicable to all members of the school community.

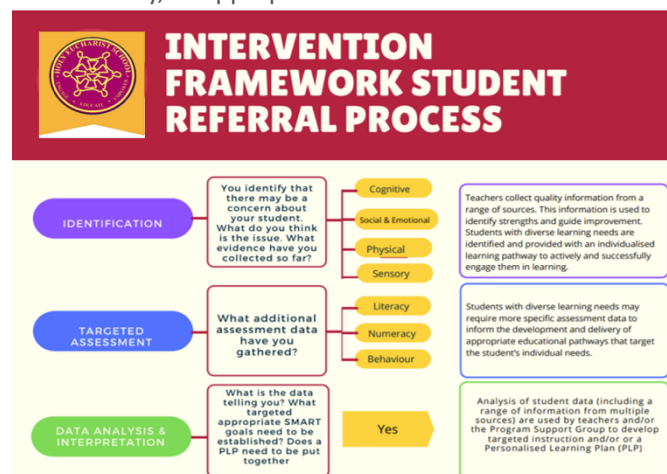
Full details on attendance, expectations to promote attendance, and attendance/absence procedures are set out in the school’s **Attendance Policy** and associated Department of Education and Training [School attendance guidelines](#).

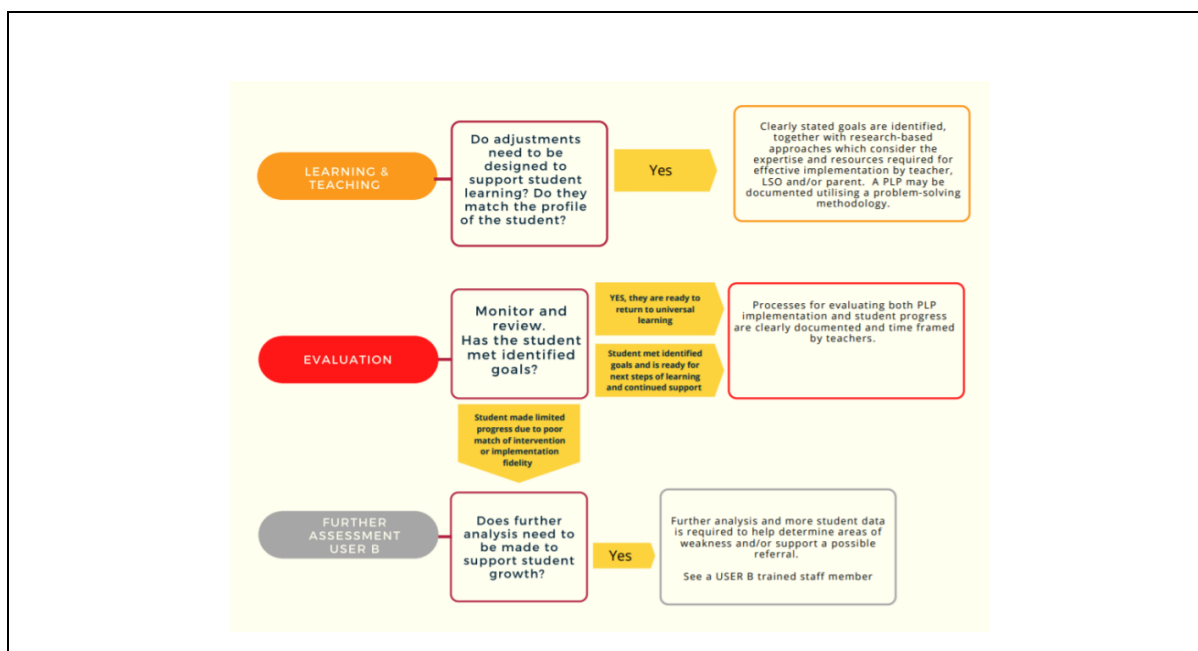
School Actions and Consequences

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 Behaviour](#) Guidelines 2018. Where applicable, an incident report will be completed and provided to the Principal or relevant staff member noting the templates provided in the CECV Positive Behaviour Guidelines

Positive reinforcement of appropriate behaviour

Holy Eucharist School will implement culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents/wider school community, as appropriate.





Tier 1: School-wide supports

Holy Eucharist School implements culturally inclusive, 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 and intervening early
- 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 support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate 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
- data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- revision of the Personalised Learning Plan (PLP) and creation of a Behaviour support Plan (BSP) or Attendance Maximisation Plan (AMP) as appropriate
- parent consultation via phone, videoconference or interview
- the Design and Implementation of support strategies that 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 with specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

Tier 3: Intensive intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at Holy Eucharist School will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan. Data systems provide school personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

- value the student and support positive interaction
- have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- focus on building skills and developing alternative preferred behaviours
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to increase success.

Holy Eucharist School will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended school refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.

Holy Eucharist School will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:

- ongoing implementation of universal and Tier 2 strategies
- use of data to inform and monitor the implementation of evidence-based interventions
- regular Program Support Group meetings to review PLP, BSP, safety plans and/or Attendance Maximisation Plans
- consultations with mutually agreed specialised support services
- implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

Consequences for student misbehaviour

Holy Eucharist School adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan (BSP) is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner. Consequences for misbehaviour are also implemented which 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 student to settle
- readmission to class activity based on student being de-escalated
- 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
- student re-entry meeting.

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

- convening a Program Support Group (PSG) meeting involving parents/guardians/carers/Learning Diversity/Wellbeing coordinator and the student where appropriate.
- developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- development/Revision of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- referral to MACS or external Health or Allied Health providers
- consultation with external professionals, paediatrician, psychologist specialist practitioner
- contact with the MACS Regional 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 and implementation of strategies to limit reoccurrence of inappropriate behaviour. Supportive actions and any disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines 2018 and may include:

- review of Behaviour Support and Safety Plans with specialised support
- restorative practice
- withdrawal of privileges
- withdrawal from class activities for a specified period. Where appropriate, parents/guardians/carers will be informed of such withdrawals
- detention
- withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be relocated/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Parents/guardians/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/guardians/carers 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)
- negotiated transfer
- expulsion
- referral to police, DHHS, emergency service or appropriate agency.

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 or where actions require reporting to police or appropriate agencies.

If other strategies are unsuccessful in modifying student behaviour, the School will follow the MACS Pastoral Care Policies regarding suspension, negotiated transfer and expulsion.

Corporal punishment

Corporal Punishment is not permitted at any time by anyone.

The use of corporal punishment is expressly prohibited at Holy Eucharist School

The use of corporal punishment is expressly prohibited at Holy Eucharist 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/carers 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
- whether additional specialised assistance is required
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

Restraint and Seclusion

Holy Eucharist School will undertake actions to prevent the need for the use of restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018.

In alignment with the CECV Positive Behaviour Guidelines 2018:

Physical restraint is defined as the use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

Seclusion is the solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes they cannot leave that room or area even if they may physically be able to (e.g. the door is not locked). In extreme circumstances, e.g. in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g. wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm. Seclusion does not include the use of a safe place, time out or chill out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

If a student is placed in a separate room as a means of seclusion, staff will maintain appropriate supervision of the student.

Whilst Holy Eucharist School acknowledges that that prevention is the best strategy, there are limited circumstances in which restraint or seclusion may be deemed appropriate. In making a decision to implement any form of restraint or seclusion, Holy Eucharist School staff are aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member themselves. Such decisions are usually required to be made in times of high stress. Actions that may be considered reasonable will be made by staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

The use of restraint or seclusion does not form part of any of Holy Eucharist School 's Behaviour Support Plans or Student Safety Plan. Restraint and seclusion will only be used in limited emergency situations, as outlined below.

1. The student's behaviour poses an imminent threat of physical harm or danger.

2. The action is reasonable in all the circumstances.
3. There is no less restrictive means of responding in the circumstances.

In the event that restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. Holy Eucharist School's staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents/guardians/carers will be contacted. A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

Identifying, Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, Holy Eucharist 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. Holy Eucharist School will refer to MACS publications and may engage the services of the MACS for the purpose of assessing student safety risks and determining how best to minimise those risks and 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 and promoting the physical and emotional wellbeing of students.

References:

- CECV Positive Behaviour Guidelines 2018 – Templates
- Behaviour Support Template
- Student Safety Plan Template (A&B)
- Record of Restraint and Seclusion
- Post Incident Checklist for Principals
- Risk Assessment Tool
- Diocesan policy and regulations
- CECV Safe and Sound Practice Guidelines

Identifying, Assessing and Mitigating Risk

The Student Behaviour Policy is an evolving document that should be adapted and updated regularly, in consultation with the school community. It is important to ensure that the Policy and its application are regularly monitored and evaluated for effectiveness and, where required, adjustments are made. This process also ensures that the Policy is reflective of emerging issues and takes into account new data about a school's performance.

It is recommended that this Policy is reviewed annually in conjunction with the school's annual self-evaluation that is undertaken as part of the school's accountability framework.

General Information relating to disciplinary measures

- **Withdrawing privileges** – Holy Eucharist School can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. Holy Eucharist School notes that the specific privileges withdrawn may vary between students based on the individual student's support plan, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

- **Withdrawal from class** – If a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time. Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents/guardians/carers will be informed of such withdrawals.

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

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

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

- **Suspension** occurs when a student’s attendance at school has been temporarily withdrawn on the authority of the principal, for a set period of time.

Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

- **Negotiated transfer** means a documented and mutually agreed move to another school is arranged. Negotiated transfer occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the first school and requires an enrolment in another school.
- **Expulsion** – Expulsion involves the termination of the contract entered into at the time of the enrolment by the parents/guardians/carers/relevant person. Holy Eucharist School’s enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child, or parent/guardian/carer/relevant person may result in suspension or termination of the child's enrolment.

Holy Eucharist School’s will ensure that policies and processes associated with negotiated transfer, suspension and expulsion align with Melbourne Archdiocese Catholic Schools Pastoral Care of Students Policy.

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Learning Diversity
Approving body/individual	MACS Board
Approval date	13 April 2022
Risk rating	High
Date of next review	April 2024

POLICY DATABASE INFORMATION	
Related documents	
Superseded documents	Student Behaviour Policy – v1.0 - 2021
New policy	

Appendix 1 – School Rules

HOLY EUCHARIST SCHOOL
RULES.

Listen to the speaker.



HOLY EUCHARIST SCHOOL
RULES.

Follow instructions.



HOLY EUCHARIST SCHOOL
RULES.

Move safely.



HOLY EUCHARIST SCHOOL
RULES.

Speak appropriately.



HOLY EUCHARIST SCHOOL
RULES.

Keep hands, feet and objects to yourself.



HOLY EUCHARIST SCHOOL
RULES.

Take care of all property and the environment.



Appendix 2 – A Consistent list of Consequences

CONSEQUENCES

PROCESS IF RULES ARE BROKEN:

For minor rule breakings, the usual process will be:

First time: a student disrupts: **Warning.**

Second time: a student disrupts:

- Movement from the group.
- Invited by teacher to rejoin group when appropriate behaviour is being demonstrated, that is: whatever rest of the class is doing (listening or working).

Third time: a student disrupts:

- Moved to a 'Time away' table within the classroom or predetermined classroom to think about inappropriate behaviour and to complete the **Behavioural Management sheet**. School rules and positive behaviours are displayed for reflection.
- Class teacher monitors time taken to fill in sheet.
- Time to be made up at next break completing work missed.
- Invited by teacher to re-join group when appropriate behaviour is being demonstrated, that is: whatever rest of the class is doing (listening or working).

Severe Clause: Severe Clause will be implemented when:

- 1) The student becomes disruptive when exited into pre-determined classroom.
- 2) For serious misbehaviour.

In the event of either 1) or 2) the student will be sent to the Deputy Principal and the student's name recorded in the Holy Eucharist Discipline Book. Parents are notified via the **Serious Incident Meeting Notification form** and are required to meet with the Deputy Principal to discuss inappropriate behaviour.

SERIOUS INFRINGEMENTS:

The following are serious problems:

- **Stone throwing**
- **Physical violence / Aggression**
- **Deliberate swearing**
- **Overt defiant behaviour**
- **Bullying/Cyber bullying**
- **Digital tools, computer and online misuse**

PROCESS FOR SERIOUS INFRINGEMENTS:

The following process for serious offences is:

First time:

- Teacher will talk to you about the consequences of your action.

Second time:

- The Deputy Principal will write your name in the Discipline Book and will record the rule you broke.
- There will be a 'Time Away' note sent home to your parents.


Third time:

- The student will be sent straight to the office to meet with Principal/Deputy Principal.
- A suitable consequence for the student's action will be given.
- Parents are notified (ie: **Serious Incident Meeting Notification form**) and meet with the Deputy Principal to discuss inappropriate behaviour.

DISCIPLINE BOOK











If a student's name is written into the Discipline Book three times in a school term parents will be notified.

_____ 's Think Sheet








I can think about my choices and how they affect ME and others.



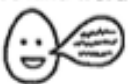







What I chose to do:

kick 	hit 	push 	bite 	talk or scream 
run 	not work 	pinch 	use unkind words 	throw something 






It made _____ feel:


happy 	sad 	mad 	scared 	frustrated 
---	---	---	---	--

Next time I can choose to:

have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break 
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand." 

When I make a positive choice like that:

others will want to be with me 	others will feel good around me 	others want to play with me 	people will know that I am kind 	I will feel proud of myself 
---	--	--	---	--

	<p style="text-align: center;">HOLY EUCHARIST PRIMARY SCHOOL 1a Oleander Drive St Albans South VIC 3021 8312 0900</p> <p style="text-align: center;">Behaviour Management Sheet</p> <p>Name:..... Date.....</p>	
What happened?		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
What led to this happening?		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
What choices did you make?		
I chose to		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

Who else do you think was affected and how?

How were you affected?

What actions and positive behaviours could you use to make things right?

CIRCLE THE POSITIVE BEHAVIOURS AND EXPECTATIONS YOU SHOULD USE NEXT TIME.

Positive Behaviours: 1. Care and cooperation 2. Honesty 3. Acceptance and Achievement 4. Respect and Responsibility 5. Friendship, Fun and Forgiveness	Expectations: We believe that everyone should: 1. Treat others with respect. 2. Have the right to feel safe. 3. Co operate and support each other. 4. Speak appropriately to others. 5. Behave in an appropriate manner. 6. Try their best in all they do.
--	---

Signed:

Student:.....

Parent:.....

Teacher Involved:.....

Principal:.....

Please provide a copy to the Wellbeing Leader and complete the log form on the server located in the School Policy folder