

St. Richard's Student Behaviour Policy



Purpose

The St. Richard's 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. Richard's 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](#).

School Profile

About

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

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

Rationale

At St. Richard's 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

Growing together in Mind, Spirit and Body

Mission

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

Aims

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

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

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

Guiding Principles

St. Richard's 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.

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 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 St. Richard's Bullying Prevention 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 St. Richard's 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 School recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community.

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 schools, court orders or parenting agreements	4. consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
	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
	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 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

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

St. Richard's 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

St. Richard's 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 St. Richard's 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.

St. Richard's 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.

St. Richard's 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

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

Steps to be implemented relating to Misbehaviour.

GREEN: GO ZONE

All teachers must ensure that class/school expectations are clearly defined and understood by students (refer to appendix 3-St. Richard's Colour Chart).

BLUE: REMINDER ZONE

- Non-verbal gesture (e.g. hand signal/eye contact).
- Verbal warning using language of choice (see appendix 1-Language of Choice) to remind children of their responsibilities.

YELLOW: CAUTIONARY ZONE

- Time away from the group to evaluate their choice (limited time eg 2-5 minutes).
- Employment of the SIB - 2 minute model (see appendix 2-Two Minute Model (SIB) to mend relationships.
- If a student's misbehaviour continues after being placed in the Yellow Zone they will need to walk with a teacher on duty for 20 minutes during either their recess or lunch playtime. Classroom teachers will record students who need to walk with the teacher in the section titled *Recess/Lunchtime Time away* found in the Deputy Principal Daily Memo.
- If a student receives a third time away in a term they will be regarded as being in the Red Zone with Red Zone consequences applying.

RED ZONE: BEHAVIOUR SHEET

If a student has engaged in any of the behaviours listed in the Red Zone section of (appendix 3-St. Richard's Colour Conduct Chart) the following consequences will apply.:

- The student will be asked to spend time away with a staff member not in the act of teaching to complete an Incident Report Sheet (Appendix 4-Incident Report Sheet) and will miss 20 minutes of either their recess or lunch playtime to complete this.
- Completed Incident Report Sheets are to be maintained in the Deputy Principal's Office,
- If a student receives two behaviour sheets in a term the parents will be notified by the Deputy Principal.
- If the behaviour continues a PSG meeting will be arranged by the Deputy Principal and will involve the parents of the student, the Deputy Principal/Principal, the classroom teacher and the Student Services Leader (when appropriate) advising the parents that the student will be placed on a behaviour plan for the remainder of the term.
- The behaviour plan will be formulated by the classroom teacher, Deputy Principal/Principal and Student Services Leader and emailed to all relevant staff.

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 proportional 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 recurrence 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/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)
- 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 Melbourne Archdiocese Pastoral Care Policies regarding suspension, negotiated transfer and expulsion.

Corporal punishment

The use of corporal punishment is expressly prohibited at St. Richard's 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
- 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

St. Richard's 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 St. Richard's 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, St. Richard's 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 St. Richard'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. St. Richard'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 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.

Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, 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. Richard's will refer to CECV publications and 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.

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

General Information relating to disciplinary measures

- **Withdrawing privileges** – St. Richard's can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. St. Richard's 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 and 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.

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

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

Where the decision is made that an after-school detention is appropriate, the principal should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, St. Richard's may choose to negotiate alternative disciplinary measures with the parent or carer. Examples include where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

- **Suspension, 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 parent(s)/carer(s)/relevant person. St. Richard's enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child, or parent may result in suspension or termination of the child's enrolment.

St. Richard's will ensure that policies and processes associated with negotiated transfer, suspension and expulsion align with [Melbourne Archdiocese Catholic Schools Policy 2.26 Pastoral Care of Students](#).

This policy was last ratified by the Leadership Team on 16.03.2022

Appendix 1 - Language of choice

- Engages the young person with dignity
- De-escalates the behaviour
- Heightens the young person's responsibility
- Re-integrates the young person

Example; A child is not playing by the rules in a handball game. The other students are getting annoyed.

Teacher: "Childs Name I can see your friends are starting to get frustrated, before you join back in the game with your friends you need to think about how you can play fairly and cooperate with the rules".

Appendix 2 – Two Minute Model (SIB)

Set the Scene (for cooperation)

- 1.This problem can be solved
- 2.If we work *together* as a team (i.e., cooperate)
- 3.Everyone can have their important needs met.

Identify Interests (briefly)

1. "What do you want / need?"
2. "What are you worried / concerned about?"

Brainstorm Options (creatively)

"Let's think of some creative ways to solve the problem"

Most students need an adult to help them think of alternatives.

Appendix 3

St Richard's - Colour Conduct Chart

<p>GREEN: GO ZONE All students start on green with a clean slate each day</p>	
<p>BLUE: REMINDER ZONE Student gets a verbal or nonverbal reminder to stop inappropriate behaviour and get back on task</p>	
<p>YELLOW: CAUTIONARY ZONE</p> <ul style="list-style-type: none"> • Student is pulled aside for a restorative chat with the teacher and is cautioned about their ongoing behaviour choices and the impact on others. • repeated behaviour will result in 20 minutes of missed recess or lunch playtime. 	
<p>RED ZONE: BEHAVIOUR SHEET Teacher who has dealt with the behaviour has the student complete a behaviour sheet. A photocopy is taken, and the behaviour sheet is sent home with the student. If filled out with a specialist teacher, then a copy needs to be given to the class teacher also. When returned signed by the parent, the behaviour sheet is to be stored in the Deputy Principal's office so follow up can occur at SWB meetings. 2 Behaviour sheet in one term will result in the students parents being contacted.</p>	
<p>Blue Zone Behaviours</p> <ul style="list-style-type: none"> • Inability to adhere to 'hands, feet and objects to yourself' • Not using class time efficiently • Disregard for the teachers instructions 	<p>Yellow Zone Behaviours</p> <ul style="list-style-type: none"> • Repeated low level misbehaviours • Repeated disruption to the learning of others • Inappropriate language • Discussing inappropriate topics and images (with or without ICT) • Repeated disregard for teachers instructions
<p>Red Zone Behaviours</p> <ul style="list-style-type: none"> • Repeated Yellow Zone behaviours • 2 or more Time away consequences in any term <ul style="list-style-type: none"> • Harassing, bullying or excluding behaviours • Aggressive, threatening or violent behaviour towards a student or staff member <ul style="list-style-type: none"> • Theft or intentional damage to other students' or schools' property • Circulating inappropriate content 	

- Inappropriate use of technology
- Cyberbullying of a student or staff

Appendix 4 - Incident Report Sheet

The children will complete the following **Behaviour Sheet** if they reach **step 4** relating to Misbehaviour Outside the Classroom or **step 6** for Misbehaviour Inside the Classroom.



Student Code of Conduct

I will:

1. **Be friendly and polite**
2. **Learn and allow others to learn**
3. **Follow the directions of staff**
4. **Play and learn safely**
5. **Look after all resources - mine, the school's and others**
6. **Keep hands, feet and objects to myself**
7. **Care for and respect the school environment**
8. **Wear the school uniform with pride**

****Circle the expectation that you have breached**

Student:

Supervising Teacher:

Principal:

Parent / Carer:

Date:

Student Code of Conduct - Incident Report Sheet



Name: Year: Class Teacher:

Staff member supervising this report: Date:

Draw or write about the situation using the boxes below:

What happened?

Who was hurt / upset by what happened?

What can I do to make things right?

If this happens again, what is the right choice I can make?

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