



## St Francis of Assisi Primary School Student Behaviour Policy

St Francis of Assisi Primary School is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Guidance forms part of the [CES Limited Student Behaviour Framework](https://www.sfwodonga.catholic.edu.au) which is available at <https://www.sfwodonga.catholic.edu.au>.

### 1. Purpose

The St Francis of Assisi 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 Francis of Assisi Primary 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, including [Attendance Monitoring Policy](#) and the [CECV Positive Behaviour Guidelines 2018](#).

### 2. School Profile

St Francis of Assisi primary School is a Foundation to Year 6 school located in Baranduda, Victoria.

St Francis of Assisi 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.

### **3. Rationale**

At St Francis of Assisi Primary School we strive for school to be enjoyable for every student. Students should be able to learn, appreciate their lessons, make friends be enthusiastic about school and add to the positive culture of their peer group, year level and school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between students or students and staff.

### **4. Vision**

For all students to have a Joyful, Contemporary, Collaborative education in relationship with their staff and peers.

### **5. Mission**

***St. Francis of Assisi Primary School is a Catholic community providing quality education founded on the gospel values of love, justice and humility, nurturing and challenging all to go forth in hope***

### **6. Aims**

1. To support the school and its employees, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for learning.
2. To set out the school's clear expectations in relation to positive student behaviour and in so doing to define what constitutes unacceptable behaviour.
3. To set out clearly the consequences when standards of behaviour are breached.
4. To comply with the requirements of the Education and Training Reform Act 2006 (Vic.) to implement a behaviour management policy and procedures.

### **1. Principles**

1. The school believes that it has a responsibility, in partnership with parents and carers, to create a culture of positive behaviour with high levels of student engagement.
2. The school is committed to ensuring its behaviour management policy and procedures are fair and reasonable.

3. The school prohibits corporal punishment.
4. Behavioural expectations, standards and sanctions are stated clearly for the benefit of students, parents, and staff.
5. The behaviour policy and its implementation are age appropriate.
6. The school will ensure that the application of its behaviour policy is fair, consistent, and non-discriminatory.

## 2. Definitions

<b>At Risk behaviour</b>	Any behaviour that has the potential to cause harm or injury to self or others. This includes physical, emotional or psychological harm.
<b>Behaviour</b>	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.
<b>Behaviour of concern</b>	<p>May include behaviour that could be labelled as inappropriate or unacceptable, including bullying, harassment and victimisation.</p> <p>Is anything a person does or says which is likely to limit or deny access to regular school routines and activities.</p> <p>Is anything a person does or says which causes stress, worry, risk of or actual harm to others. Is anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.</p> <p>Unacceptable or inappropriate behaviour can take place in different environments and mediums, e.g; sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, or gesture.</p>
<b>Behaviour support</b>	The educational support a student receives from the school in order to learn and maintain identified appropriate behaviour.
<b>Bullying</b>	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.
<b>Criminal offences</b>	Behaviour that may be serious enough to constitute a criminal offence. If an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.
<b>Discriminatory conduct</b>	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.
<b>Expected behaviour</b>	Behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.
<b>Student</b>	A person enrolled at a Sandhurst Catholic School.
<b>SWPBS</b>	School –Wide Positive Behaviour Support is a broad range of systematic and individualise strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.

### 3. Legislative Context

The *Education Training and Reform Regulations 2017* (Vic.) (sec 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 student 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:

1. *Education and Training Reform Act 2006* (Vic.)
2. *Education and Training Reform Regulations 2017* (Vic.)
3. *Disability Discrimination Act 1992* (Cth)
4. *Disability Standards for Education 2005* (Cth)
5. *Equal Opportunity Act 2010* (Vic.)
6. *Occupational Health and Safety Act 2004* (Vic.)

This document is also informed by the following resources:

1. [Guidelines to the Minimum Standards and Requirements for School Registration](#)
2. [Australian Student Wellbeing Framework](#)
3. [CECV Intervention Framework 2015](#)
4. [CECV Positive Behaviour Guidelines 2018](#)

#### **4. Shared Behaviour Expectations/Code of Conduct**

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 and staff.

	<b>Students are expected to:</b>	<b>Parents/Carers are expected to:</b>	<b>Principals/Teachers &amp; Staff will:</b>
1.	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of the school's behavioural expectations	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	communicate with the school in regards to their child's circumstances	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	cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	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.	<p>comply with this policy and work with teachers and parents in developing strategies to improve outcomes to:</p> <ul style="list-style-type: none"> <li>• obey all reasonable requests of staff;</li> <li>• respect the rights of others to be safe and learn; and</li> <li>• respect the property of others</li> </ul>	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	implement intervention strategies to deal with attendance and behavioural issues
5.		comply with the school's behavioural aims and the school's Code of Conduct and support the school in upholding prescribed standards of dress,	consistently apply this policy through a shared collegiate understanding and only exclude students in extreme circumstances

		appearance and behaviour, in accordance with the terms of a child's enrolment at the school	
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	plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students
7.			recognise that for some student's additional support may be needed in the form of staged responses and ensure that staff are committed to working with families to reintegrate students in an educational setting after exclusion

## 5. Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, parents and the wider school community. See school's [Attendance Monitoring Policy](#).

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

	<b>Students are expected to:</b>	<b>Parents/Carers are expected to:</b>	<b>Principals/Teachers &amp; Staff will:</b>
1.	attend and be punctual for all timetabled classes every day that the school is open to students	ensure that their child’s enrolment details are correct	proactively promote regular attendance
2.	be prepared to participate fully in lessons	ensure their child attends school regularly and punctually	mark rolls accurately each learning session
3.	bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes	advise the school as soon as possible when a child is absent	follow up on any unexplained absences promptly and consistently
4.	remain on the school premises during school time unless they have permission to leave from the school from parents	account for all student absences	identify trends via data analysis
5.	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school	keep family holidays within scheduled school holidays	report attendance data in the student report and school’s Annual Report
6.	work cooperatively with the school to develop personal attendance improvement goals and strategies when	support their child’s learning during absences and work with the school to reintegrate students or	support students whose attendance is problematic by developing ‘Return to School’ plans and working



	their attendance has been inconsistent	arrange distance education after prolonged absences	with families to implement individualised strategies
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	report lengthy or unexplained absences to the Regional Manager
8.			work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
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
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
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## 2. 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 changes 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 student behaviour of concern. 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

Our Positive Education Model is characterised by 5 elements – Engagement, Connection, Accomplishment, Emotional Intelligence and health. These areas are brought to life through the programs, curriculum and culture of our school.

**\*\*Engagement –\*\***A focus on Engagement encourages curiosity, pursuing interests, developing mindfulness and experiencing flow. Concentrating on Character Strengths assists in developing higher levels of student wellbeing.

**Connection** – Connections are developed by fostering positive relationships and the development of strong friendships. Connections are strengthened by the creation of an environment that places cohesion and inclusion

**Accomplishment** – A focus on Accomplishment is brought about through opportunities for goal setting and experiencing success. Having ambition and self determination boosts accomplishment.

**Emotional Intelligence** – A focus on Emotional Intelligence enhances self awareness, empathy, self regulation and motivation. The development of resilience, optimism and a growth mindset assists in the development of Emotional Intelligence.

**Health** – A focus on Health is centred around students having well-balanced nutrition, positive sleep patterns and engaging in regular physical activity. Exhibiting a strong sense of safety, positive mental health possessing high levels of digital awareness contributes to overall health.

Over the past three years, our school has developed a comprehensive Student Wellbeing Framework. This framework serves as a guiding principle for promoting and enhancing the overall wellbeing of students. In the process of its development, we have incorporated the findings of Martin Seligman, Angela Duckworth, Carol Dweck, Dr Helen Street, Vygotsky and Piaget from the field of Positive Psychology and child development, ensuring that our approach is grounded in evidence-based research.

Further detail can be found in our comprehensive Student Wellbeing Framework which outlines our holistic approach to wellbeing and managing student behaviour:

*“Contextual wellbeing in school is a state of health, happiness and positive engagement in learning that arises from membership of an equitable, inclusive and cohesive school environment.” Helen Street*

Student Wellbeing Framework [https://sfwodonga.catholic.edu.au/download/PARENT-VERSION-Student-Wellbeing-Framework.pptx\\_2.pdf](https://sfwodonga.catholic.edu.au/download/PARENT-VERSION-Student-Wellbeing-Framework.pptx_2.pdf)

### Tier 1: School-Wide Supports

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

1. Establishing predictable, fair and democratic classrooms and school environments
2. Providing physical environments that are conducive to positive behaviours and effective engagement in learning
3. Ensuring student participation in the development and implementation of whole school expectations
4. Empowering students by creating opportunities to take responsibility and be involved in decision making
5. Monitoring attendance and academic progress of students with the view to recognising students at risk
6. Developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students

### Tier 2: Targeted Support

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:

1. Understanding the student's background and needs
2. Ensuring a clear understanding of expectations by both students and teachers
3. Providing consistent school and classroom environments
4. Scaffolding the student's learning program
5. Documentation of incidents relating to the management of student behaviours to inform decision making.
6. Revision of the Personalised Learning Plan (PLP)
7. Parent consultation via phone or interview
8. 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
9. Case conferencing

### Tier 3: Intensive Intervention

#### *Reducing unwanted behaviour and consequences for inappropriate student behaviour*

The school adopts a staged response to inappropriate behaviour and appropriate responses may take the form of:

1. Non-verbal warning – e.g; eye contact / hand movement / shake of head
2. Verbal warning which identifies the misbehaviour followed by a 'do over' prompt providing student the opportunity to use expected behaviours
3. Changing student access to learning activity e.g; work on own, change groups, change location
4. Removing student access to learning activity e.g; take a break at your desk
5. Moving student from the room e.g; finish your work next door
6. Student required to stay back at end of class
7. Student required to complete work during recess / lunchtime

When concerns arise about a student's on-going behaviour or when a student is displaying consistent behaviour of concern, St Francis of Assisi Primary School will implement a targeted response to identify and address the behaviour and teach replacement behaviour. This may involve the following support strategies:

1. Convening a Program Support Group (PSG) meeting involving parents/carers/Learning Diversity/Pastoral Wellbeing coordinator and the student where appropriate.
2. Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
3. Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
4. Referral to Catholic Education or external Health or Allied Health providers
5. Contact with the CES Limited Office

Disciplinary measures may be used as part of a staged response to behaviours of concern 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:

1. Restorative practice
2. Withdrawal of privileges
3. Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
4. Detention
5. 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.
6. Suspension (in-school and out of school)
7. Negotiated transfer
8. 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 CES Limited Student Behaviour Framework and CES Limited Suspension, Negotiated Transfer and

## Expulsion Policy.

See [Appendix 1](#) for further information on these measures.

## Corporal Punishment

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

## Consultation

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

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

## **4. Assessing and Mitigating Risk**

To assist the school to discharge its safety responsibilities, St Francis of Assisi 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 Francis of Assisi Primary School may engage the services of the CES Limited 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.

## **5. Policy Evaluation and Review**

Due for Review: July, 2024

