



SEVERE BEHAVIOUR POLICY

RATIONALE

At St. Andrew's Primary School all our work is relational. Our Behaviour Management Policy seeks to protect personal and school community, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good". Our approach seeks to provide a balance of both prevention and intervention.

The emphasis of this policy is on student behaviours of a more harmful or serious nature that require careful and sustained management, often on an individual student/ family basis. This policy should be read in conjunction with our Positive Behaviour Policy, Social Media Policy and the Safe and Sound Practice Guidelines -Occupational Violence (CECV, 2014).

DEFINITIONS

In this policy, the following terms are defined as follows:

HARMFUL AND/OR SERIOUS BEHAVIOUR- (included or not limited to, at the discretion of the principal)

- intentional physical acts of aggression and violence, especially to the head
- harassing gestures or expressions
- vandalism of a person's property
- threatening oral or written statements, including those communicated via SMS, phone, emails or social media
- stalking
- intimidation
- bullying

GUIDING PRINCIPLES

Prevention

1. **Learning environments that are inclusive and relational** and that stimulate high levels of learning engagement, connectedness, value, acceptance, relevance, meaning and challenge have a significant bearing on the social–emotional learning of students and their associated behaviours.

2. **Strong parent and community partnerships** strengthen the school's capacity to prevent and/or respond effectively to harmful or serious incidents. Schools rely on parent input, support and collaboration to understand and manage a student's challenging behaviours. Linking with community networks and services increase the quality and efficacy of prevention and intervention strategies.

3. **A positive school culture** that features respectful relationships, courteous communications and shared understandings of members' rights and responsibilities is a powerful driver of the prevention of harmful and serious behaviours. Schools and families share responsibility for developing and maintaining relationships characterised by respect for the goodwill of the other and a willingness to engage collaboratively.

4. **Well-articulated school policies on behaviour expectations and management**, if age-appropriate, pastorally driven and focused on ensuring a just and reasonable balance of individual and community rights, will assist in building and maintaining a positive school culture and a safe learning and work environment for students and staff.

5. **Training in conflict management and resolution**, and in the defusing of challenging behaviours, will strengthen staff members' confidence and capacity to prevent and/or manage a student's harmful and serious behaviour.

6. **Well-rehearsed emergency management plans and systems and well-constructed critical incident plans** are essential in maintaining a safe learning and work environment for students and staff.

Interventions

7. **Individual behaviour support plans** for students who repeatedly exhibit challenging and aggressive behaviours have the potential to serve as a valuable support to staff who hold the key responsibility for the wellbeing, safety and learning of the student and all other students in their immediate care.

8. **Proactive networking and linking with external community and professional services** increase the support and management options available to schools when responding to challenging student behaviours and incidents.

9. **Pastoral and restorative principles and practices** that reflect gospel values, Catholic social teaching and diocesan policies on student wellbeing ought to influence post-incident decisions pertaining to an offending student's ongoing relationship with the school.

10. **An adequately resourced healing and recovery program** must be made available to staff who have been affected by harmful and/or serious incidents.

11. **A school's incident response and emergency management procedures**, when comprehensively evaluated in the aftermath of an incident and adjusted where necessary, will reduce the risk of similar or repeated incidents in the future.

Procedures

In situations of immediate danger teachers and other members of staff have a professional duty to respond immediately and assess the risk to self and others.

Possible Sequence:

- Staff member to use a strong and assertive voice, requesting the behaviour to cease.
- If it is safe to do so and behaviour does not cease, staff member to Seek/ send for assistance

BEHAVIOUR MAY INCLUDE:	POSSIBLE CONSEQUENCES:	MANAGED BY:
Repeated defiance • Inappropriate use of technology (including school internet, mobile phones, and other electronic devices)	<ul style="list-style-type: none"> • A monitoring program developed and implemented between teacher, student and parent • Restorative justice meeting / conference • Peer mediation • Referral through Student Support Committee for assessment and support from specialist staff 	Teacher Parent Principal

<ul style="list-style-type: none"> • All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments • Strong verbal abuse towards students and staff 	<ul style="list-style-type: none"> • Individual Behaviour Support Plan • Parent contact • Non-attendance at extracurricular activities 	
<p>Inappropriate behaviours at this level include:</p> <ul style="list-style-type: none"> • Continued behaviours as above • Stealing • Physical and/or verbal aggression towards students and staff • Vandalism • Sexual harassment 	<ul style="list-style-type: none"> • A monitoring program developed and implemented between teacher, student and parent • Individual Behaviour Support Plan • Review of IBSP • Parent Interview • Non-attendance at extracurricular and/or off campus activities • Referral to outside agency • Police notification • Suspension • Restorative conference on return from suspension • Restorative Conference 	<p>Teacher Parent Principal Other Support Staff</p>
<p>Inappropriate behaviour at this level include:</p> <ul style="list-style-type: none"> • Extreme or continued behaviours as above • Possession of drugs • Supply of drugs • Possession of a weapon/Use of a weapon • Violent assault 	<ul style="list-style-type: none"> • Parent Interview • A monitoring program developed and implemented between teacher, student and parent • Individual Behaviour Support Plan • Review of IBSP • Non-attendance at extracurricular and/or off campus activities • Referral to outside agency • Police notification • Suspension • Recommendation for expulsion 	<p>Teacher Parent Principal Other Support Staff</p>

Corporal Punishment

Corporal punishment is prohibited in all Victorian Schools. Corporal Punishment MUST NOT be used at St Andrew's Primary School under any circumstances.

Conclusion

As a community, we are committed to positive and proactive practices in support of student behaviour and the implementation of the programs and practices outlined in this policy. We value the partnership between home and school as we provide students with opportunities to develop positive behaviours and respectful relationships within a safe and supportive school environment.