



St. Monica's Parish Primary School, Moonee Ponds

Student Engagement and Wellbeing Policy

Rationale

Wellbeing is a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences. ¹ A positive sense of wellbeing contributes significantly to improved student learning outcomes and ultimately to overall health and life success.²

Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where students with additional needs receive particular care and support.³

This Policy outlines St Monica's Parish Primary School's whole-school approach to⁴:

- creating and maintaining a positive and engaging school culture
- creating and maintaining environments that are safe and supportive
- valuing diversity and promoting pro-social behaviour
- promoting school attendance
- adopting a staged approach to promoting positive behaviours
- applying clear, logical and effective consequences to non-compliance with whole school expectations and values

Shared Vision

St Monica's is a vibrant and dynamic faith community where all stakeholders (students, families and staff) work collaboratively and with a shared responsibility. With Jesus Christ as the centre of our being, St Monica's strives to enhance the unique potential and spirituality of all students.

¹ Australian Catholic University and Erebus International (2008, p.5). *Scoping Study into approaches to Student Wellbeing: Literature Review*. Report to the Department of Education, Employment and Workplace Relations: Canberra;

Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne (2017). *Enhancing Student Wellbeing: A review of research for Catholic Education Melbourne*

² CEM, Policy 2.26 Pastoral Care of Students in Catholic Schools

³ CEM, Policy 2.26 Pastoral Care of Students in Catholic Schools

⁴ DEET Student Engagement - School Policy Advisory Guide, 2017

Core Values

At St Monica's, six Core Values guide the behaviour of every member of the school community and underline our commitment to the full flourishing of each student. These core values give direction, purpose and meaning to all that we do.

1. **Faith in Christ**

Our students are nourished by the Word of God and live it through stewardship and service. Through opportunities for stewardship and service, students' sense of wellbeing is enhanced. Students are supported to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation.⁵ At St Monica's, our students are nurtured to become aware of issues of social injustice in the world around them. They are encouraged to begin to understand what perpetuates injustice and are provided with opportunities to take action to make a difference.

2. **Fulfilling our Potential**

Through the teaching of responsible behaviours and personal resilience, our students are empowered to achieve their full potential.

3. **Self-Worth**

Students are supported to be robust and resilient learners demonstrating positive self-regard, a growth mindset and respect for self.

4. **Honesty**

Open, honest and empathetic communication is both promoted and expected.

5. **Respect for Others**

Students are expected to be inclusive and to treat each other with tolerance, acceptance and understanding.

6. **Partnership**

The involvement and commitment of the whole school community (students, families, staff, parish and organisations within the local community) is required to achieve a safe and respectful school culture.⁶

⁵ CEM, Horizons of Hope – Vision in Context, 2017

⁶ Department of Education and Early Childhood Development Victoria, Building Safe and Respectful Schools.

Pastoral Care

A fundamental belief for Catholic schools is that in Jesus is seen God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (*John 14:6*).⁷ At the very heart of each Catholic school therefore is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains.⁸ This holistic view of education recognises the sacredness, dignity and giftedness of each student and is grounded in the belief that we are each made in the image and likeness of God (*Genesis 1:27*).

St Monica's Pastoral Care program promotes the five key elements of student wellbeing:⁹

1. Positive self-regard
2. Respect for others
3. Positive relationships
4. Responsible behaviours
5. Personal resilience

The uniqueness of each child is valued and nurtured. The Pastoral Care program at St Monica's responds to the changing social and emotional needs of students, with a strong focus on prevention and early intervention. From enrolment, ongoing data is regularly collected using a range of Wellbeing tools and surveys to inform the delivery of whole-school and classroom prevention programs, small group early intervention programs and individual interventions at point of need.

Legal Obligations

The procedures outlined in this policy are consistent with both the principles of pastoral care within a Catholic school and legal obligations.¹⁰

The *Disability Standards for Education 2005* clarify and explicitly describe the rights of students and obligations of schools under the *Disability Discrimination Act 1992*. The Standards provide that all students, including students with disabilities, should be treated with dignity and enjoy the benefits of education in a supportive environment which values participation by all students. Under the *Equal Opportunity Act 2010* schools are required to make reasonable adjustments for students with a disability so that they can participate in, or benefit from, an educational program. An underlying principle of the *Education and Training Reform Act 2006 (Vic)* is that all Victorian students should have access to a high quality education that: realises their learning potential and maximises their educational achievement, promotes enthusiasm for lifelong learning, and allows parents to take an active part in their child's education. As part of duty of care obligations to students, schools are required to ensure all students feel safe and supported at school. This includes supporting and responding to the health care needs of all students and following processes for early identification of additional

⁷ Policy 2.26 Pastoral Care of Students in Catholic Schools, CEM

⁸ CEM, *Horizons of Hope, Vision in Context*, 2017

⁹ Policy 2.26 Pastoral Care of Students in Catholic Schools, CEM

¹⁰ CEM, [Policy 2.26 Pastoral Care of Students in Catholic Schools](#)

needs at enrolment.¹¹ The guidelines to Ministerial Order 706 specify that schools with students at risk of an anaphylactic reaction must hold twice yearly anaphylaxis briefings and have an anaphylaxis management policy in place.¹²

Respectful Relationships

In accordance with our Core Values, St. Monica's is committed to building and maintaining positive and respectful relationships with self, with others, with the environment and with the world. Building strong links and forming positive relationships enhances the teaching and learning of social and emotional capabilities (self-awareness, self-management, responsible decision-making and social awareness skills)¹³. Without these skills, students will find it difficult to build and maintain relationship skills, which are vital to success.

Student Connectedness

Engagement

An essential element of wellbeing is the experience of belonging and being connected to others in a community, being accepted and valued, and being positively involved and engaged.¹⁴

Parents/carers are also expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Ensuring regular attendance, modelling positive behaviours, engaging with their child's learning journey, and regular, constructive communication with school staff regarding their child's learning and wellbeing all support engagement within the school environment.

Learning and Teaching

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, can engage effectively in their learning, and experience success.

Purposeful teaching is a key element in building a respectful and safe school environment.¹⁵ At St Monica's teachers are supported to implement a curriculum which promotes respectful relationships. Specific teaching of social and emotional capabilities, aligned with the Religious Education curriculum, occurs across all year levels. Topics taught to promote resilience and respectful relationships include:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving

¹¹ CEM, Policy 2.24 Enrolment for Schools in the Archdiocese of Melbourne

¹² [Ministerial Order 706 Anaphylaxis Management in Schools](#)

¹³ [Casel Website](#)

¹⁴ CEM, Policy 2.26 Pastoral Care of Students in Catholic Schools

¹⁵ Department of Education and Early Childhood Development Victoria, Building Safe and Respectful Schools.

- Stress-Management
- Help-Seeking
- Being Safe Online
- Friendships

In addition, the Victorian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Most students can engage with the curriculum provided the necessary adjustments are made. For a small percentage of students whose learning is well below the standards at Foundation, additional curriculum content is required. The 'Victorian Curriculum towards Foundation Level' materials, taken as a whole, provides the additional curriculum content and standards to ensure the curriculum is inclusive of every learner.¹⁶

Attendance

Parents/carers are responsible for ensuring that their child attends school every day, on time and for explaining absences in a timely manner. Regular attendance at school is vital if students are to obtain the maximum benefit from the educational and social opportunities that school offers. There may be occasions when students are reluctant or refuse to attend school. Parents/carers are strongly encouraged to work in partnership with the classroom teacher to address factors which may be causing the problem and to implement agreed strategies to promote attendance.¹⁷

Safe, Supportive and Inclusive Learning Environments

Every member of the school community has a right to participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. These mutual rights also carry mutual obligations to promote a safe and supportive learning environment.¹⁸ Students are responsible for their own behaviour and their choices result in appropriate and logical consequences. Teachers are responsible to provide opportunities for success, encouraging students to regulate their behaviour, and ensure appropriate and logical consequences for their choices. School Leaders are responsible for ensuring the physical and emotional wellbeing of students and staff in accordance with this Policy. Parents are the first and most influential educators of their children and, as such, are encouraged to work with their child and the school to support and reinforce the school behaviour management guidelines.

At St Monica's, students are explicitly taught behavioural expectations in accordance with Whole School expectations which were developed in consultation with students and staff. Students are also expected to display positive behaviours that align with St Monica's core values. Students therefore understand what is expected of them and what they can expect from each other, creating a predictable, safe and supportive environment.

¹⁶ Catholic Education Commission of Victoria Ltd, *CECV Intervention Framework* 2015

¹⁷ <http://www.education.vic.gov.au/Documents/school/parents/everydaycountsprimary.PDF>

¹⁸ CEM, Policy 2.26 Pastoral Care of Students in Catholic Schools

At St Monica's the agreed Whole School expectations, which are prominently displayed in classrooms and in the yard, are as follows:

- Follow directions
- Keep our hands, feet and objects to ourselves
- Move safely
- Treat all property with care
- Speak appropriately
- Do not bully others

A whole-school approach to student safety and wellbeing at St Monica's is supported by the following components¹⁹:

1. The promotion of a positive whole school culture through: anti-bullying programs, student leadership opportunities, and positive involvement with families;
2. Opportunities to develop and nurture relationships through: positive student-teacher relationships, a House system, a Buddy system, and structured lunchtime activities;
3. Engaging curriculum and extracurricular activities including: explicitly teaching values, establishing clearly expected behaviours for the use of online learning spaces, and opportunities for service in the community;
4. Opportunities for collaboration and partnerships including: transition programs to reduce anxiety and increase resilience, and community partnerships.

Commitment to Child Safety

Ministerial Order No. 870 (Child Safe Standards)²⁰ provides that every Victorian school must embed a culture of 'no tolerance' for child abuse and comply with seven minimum child safe standards. In meeting the requirements of Ministerial Order No. 870, schools must be inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities or indigenous, cultural or linguistic background.

St Monica's is committed to maintaining a safe and respectful learning environment for all students and parents/carers are expected to support the school in this regard. Child Safe Standards policies and guidelines are published on our website.

Restorative Practices

The guidelines for student behaviour management at St Monica's are based upon the belief that behaviour management processes are a teaching and learning exercise rather than a disciplinary or punitive action.

Restorative Practices is based on the philosophy of Restorative Justice and is a positive and

¹⁹ Department of Education and Early Childhood Development Victoria, Building Safe and Respectful Schools.

²⁰ [Ministerial Order No. 870](#)

formative evidence based approach to student behaviour management which aligns with our Core Values. It is a strategy that seeks to repair relationships that have been damaged, including those damaged by bullying. Restorative Practices does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Practices promotes resilience in both the one harmed and the one causing harm.²¹ Such practices help students learn from their mistakes, improve self-management, take responsibility for their actions, recognise the impact of their actions, and resolve conflict with others.

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- * they become remorseful and act restoratively
- * practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- * this can lead to healthier interpersonal relationships among members of the school community and more effective learning²²

Specific restorative practices which may be used at St Monica's include:

- Affective Questions which assist school staff in managing conflicts or potential conflict situations and working towards resolution
- Restorative chats
- Reflective Think Sheets
- Small group conferences with students, teachers and parents
- Problem solving circles
- Classroom circles
- Community conferences

At St Monica's the restorative approach is a whole school approach supported by:

- Explicit teaching of conflict resolution and other problem-solving skills
- Classroom management that is participatory, democratic and focused on problem-solving²³

School-wide Positive Behaviour Support

A positive approach to Behaviour Support is essential in facilitating student engagement and improved academic outcomes.²⁴ The purpose of School-wide Positive Behaviour Support is to establish a school climate in which appropriate behaviour is expected and is the norm for all students. It promotes the proactive and explicit teaching of behavioural expectations and rewards students for following them rather than waiting for misbehaviour or unacceptable

²¹ CEM Student Wellbeing Research Document 3: Restorative Practices 2007

²² DEET Restorative Practice, 2017

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

²³ CECV, Whole School Approaches to Supporting Positive Student Behaviour 2015

²⁴ CECV, Whole School Approaches to Supporting Positive Student Behaviour 2015

behaviour to occur before responding.²⁵

The behaviour management pathway at St Monica's therefore aims to modify behaviour by praising and rewarding efforts to follow the school expectations and values and implementing a behaviour management process when unacceptable behaviour or bullying occurs. Catching students being good (aiming for 5 positive statements to 1 correction statement) is best practice.

Age appropriate rewards for students making good choices and following the school expectations both recognise and encourage positive behaviours. Reward systems work best when the reward is unexpected rather than when the student knows in advance that a reward will be given and is working specifically to obtain the reward.²⁶ At St Monica's, positive behaviour support reward systems in the classroom or on yard may include²⁷:

- Non-verbal cues
- Behaviour specific verbal praise
- Specific encouragement
- Positive notes sent home
- Individual Behaviour Contracts (rewards earned for meeting expected behaviours)
- Group contingencies (whole class rewards)
- Star Student Playground Awards
- Student of the Week Awards
- Certificates of Recognition

Classroom Behaviour and School-wide Expectations

Students' behaviour impacts their own educational, social, emotional and physical development and may also impact the development of those around them. St Monica's is committed to providing a safe, caring, respectful, supportive and inclusive school community where there are high expectations around behaviour. Bullying, any form of harassment or discrimination as well as other unacceptable behaviours are not to be tolerated.

What is unacceptable behaviour?

Behaviours which contradict St Monica's Whole School expectations and our Core Values are unacceptable behaviours. The classroom and yard management processes for addressing inappropriate behaviour (classified as Mild, Moderate or Serious depending upon the severity of the behaviour) vary from informal to formal. These processes are detailed on pages 10 -14 of this Policy.

²⁵ Department of Education and Early Childhood Development Victoria, Building Safe and Respectful Schools.

²⁶ Kohn, A. <https://www.alfiekohn.org/article/risks-rewards/>

²⁷ U.S. Office of Special Education Programs, Supporting and Responding to Behaviour: Evidence-Based Strategies for Classroom Teachers, 2015

What is bullying?

Unacceptable behaviour will be classified as bullying where it involves repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

There are four types of bullying:²⁸

1. Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.
2. Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
3. Covert bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
 - a. lying and spreading rumours
 - b. negative facial or physical gestures, menacing or contemptuous looks
 - c. playing nasty jokes to embarrass and humiliate
 - d. mimicking unkindly
 - e. encouraging others to socially exclude someone
 - f. damaging someone's social reputation or social acceptance
4. Cyberbullying refers to overt or covert bullying behaviours using digital technologies. Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Bullying is different from other forms of negative or distressing peer behaviour such as one-off acts of meanness or nastiness, conflict, one-off acts of rejection or exclusion or random single incidents of physical or emotional aggression.

Many distressing behaviours are not examples of bullying even though they are unpleasant and may amount to unacceptable behaviour which requires teacher management.

²⁸ Department of Education and Early Childhood Development Victoria, Building Respectful and Safe Schools: A Resource for School Communities (2010)

The effects of bullying

Physical and mental health factors which may be associated with bullying:

| | |
|---|---|
| <ul style="list-style-type: none">• feeling frightened• feeling unsafe• feeling embarrassed• withdrawn behaviour• sleep disturbance• reduced ability to concentrate• declining work standards | <ul style="list-style-type: none">• negative impact on relationships• increased levels of physical complaints including nausea and headaches• an unwillingness to attend school• higher levels of depression/mental health issues• anxiety• lowered self-esteem/confidence |
|---|---|

What can students do about bullying?

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|---|--|
| <p>If it happens in person:</p> <ul style="list-style-type: none">• ignore them• tell them to stop and then walk away• pretend you don't care• go somewhere safe• get support from someone you can trust (this could be a parent, teacher or friend) who can help you decide how to manage the situation | <p>If it happens online:</p> <ul style="list-style-type: none">• avoid responding to the bullying• block and report anyone who is bullying online• protect yourself online – use privacy settings and keep records by taking screen shots |
| <p>If you see someone being bullied:</p> <ul style="list-style-type: none">• leave negative online conversations – don't join in• support others being bullied. | <p>If it doesn't stop:</p> <ul style="list-style-type: none">• talk to an adult (parent, teacher) who can help stop the bullying• keep asking for support until the bullying stops |

What can parents do?

Parents have a key role in the management of bullying behaviour. Open and effective lines of communication between the school and parents is vital in assisting to eliminate bullying. These situations require careful consideration and the best interests of everyone involved need to be addressed. The following are some strategies that could be used:

- always model appropriate behaviour at home and in all interactions with St Monica's
- watch for signs of distress and anxiety (such as reluctance to attend school, lack of

motivation, unpredictable mood changes, damage or loss of uniform or personal equipment and unexplained physical ailments)

- listen to and support your child when he or she wants to talk about bullying but do not interrogate them
- encourage your child to report the incident of concern to a relevant staff member
- inform St Monica's if bullying is suspected and continuing
- encourage your child not to retaliate under any circumstance
- monitor telephone and electronic communication from peers
- encourage your child to seek assistance in how to deal with bullying behaviour

What St Monica's staff will do:

St Monica's staff have a shared responsibility for creating and maintaining a safe and supportive school environment for all students. Staff will:

- actively supervise students inside and outside the classroom to minimise opportunities for bullying
- identify and respond to signs of distress that may indicate that a student is being bullied, intervening where appropriate
- follow the behaviour support process, including reporting suspected incidents of bullying to a member of the School Leadership Team
- be proactive in fostering positive social interactions between students

Procedure for Managing Allegations of Bullying

Where there is clear evidence that bullying is occurring as per the definition of bullying in this policy, **this process will be followed**



Classroom teacher uses Restorative Questioning with both the wrongdoer and victim separately to discuss and start working towards a solution



If both the wrongdoer and victim agree, a small group conference will occur



Parents are notified by the classroom teacher that separate Restorative Questioning has taken place and what the next step will be



If there is no agreement to a conference, the classroom teacher must report the bullying incident to a member of the Leadership Team for a more formal restorative approach, which **could include**:

- Meeting regularly with parents to help seek a solution
- Using clear, logical consequences which meet intended outcomes*
- Classroom conference
- Community Conference with students, parents & teachers
- Developing a Behaviour Support Plan
- Referring student for counselling support or advising parents to seek external professional intervention

Procedure for Managing Other Behaviour Contradicting our School Expectations and Values –

Level 1: (mild Low-Level disruptive/anti-social Behaviours)

Minor behaviours or first time occurrences which can be managed by the classroom or yard teacher, such as:

- failure to complete class work
- interrupting the teacher
- arguing
- teasing
- running indoors
- being rude

The teacher **may choose from the following strategies/consequences:**

Use the 5 R's Core Correction Plan

(Reminder, Redirection, Relocation, Reflection, Record
– see Appendix 1)

Meet separately with the student and use Restorative Questioning to discuss and work towards a solution regarding the student's inappropriate behaviour:

“What were you thinking about when this happened?”

“What have you thought about since?”

“Who has been affected by what you did, in what ways?”

“How can you make things better?”;

“What can I do to help you?”

Select from a range of behavioural interventions including but not limited to: non-verbal cues, teacher proxemics, affirmations, limited choice and cool off time

Use clear, logical consequences which meet intended outcomes

Procedure for Managing Other Behaviour Contradicting our School Expectations and Values –

LEVEL 2: (moderate behaviours which harm relationships and emotions)

Repeated minor behaviours despite teacher intervention, or additional more serious behaviours such as:

- refusal to follow instructions
- verbal abuse of staff
- fighting
- stealing
- lying

The class teacher/yard duty teacher **may choose from the following strategies/consequences:**

Meet separately with the student and use Restorative Questioning to discuss and work towards a solution regarding the student's inappropriate behaviour:

“What were you thinking about when this happened?”

“What have you thought about since?”

“Who has been affected by what you did, in what ways?”

“How can you make things better?”; “What can I do to help you?”

Require the student to complete a Restorative Think Sheet at school, phone parents and send a copy home for discussion and comment

Use clear, logical consequences which meet intended outcomes

Conduct a small group or classroom conference with the affected students to address behaviour issue and work towards a solution. Use Restorative Questions: What were you thinking when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

**If behaviour persists despite interventions:
consult with a member of the Leadership Team to
plan a more formal restorative approach**

Clear, logical strategies/consequences are ones that meet intended outcomes:

1. The strategy/consequence aligns with St Monica's core values;
2. Students involved are reassured;
3. Students involved feel safe;
4. Students involved take responsibility;
5. Students involved learn from the experience;
6. Students involved gain clarity about boundaries and limits;
7. Students involved have an explanation of decisions;
8. Students involved have support on hand;
9. Students involved are given space to be heard;
10. Students involved are invited to help solve the problem.

Level 3: High Level Behaviours (Serious)

Procedure for Managing Wrongful Behaviour of a Serious Nature

Catholic Education Melbourne²⁹ understands student wrongful behaviour of a serious nature to be activity or behaviour of a student which:

- seriously undermines the ethos of the Catholic school; and/or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students

Student wrongful behaviour of a serious nature can have an adverse effect on the wellbeing of students, staff members and others. The principal has responsibility for ensuring that pastoral care is extended to all members of the school community, balancing the rights, needs, obligations and wellbeing of all concerned. Decisions made by the principal must be guided by values from our Catholic tradition that include justice, equity, integrity, respect and compassion and that place utmost priority on ensuring personal and communal safety, health, and duty of care.³⁰ Corporal punishment is not permitted under any circumstances.

During and following a serious incident, it is the principal's responsibility to minimise risk and consider the safety and wellbeing of all parties involved.³¹

²⁹ CEM, Policy 2.26 Pastoral Care of Students in Catholic Schools

³⁰ CEM, Guidelines for Behaviour Support, 2016

³¹ CEM, Guidelines for Behaviour Support, 2016

1. PROVIDE IMMEDIATE SUPPORT

De-escalate by using key de-escalation strategies:

- remain calm and speak in a lowered tone of voice
- distract the student (may be helpful in some cases)
- provide short, positive instructions, indicating what they should do (not what they should stop doing), e.g. 'Take a mini break.' 'Move to your safe place.'
- move slowly and be careful to maintain a non-threatening stance
- allow reasonable personal space and do not attempt to touch or stand near the student
- use non-verbal cues, particularly where these have been established
- allow the student to calm down prior to seeking to engage in a restorative conversation

Where student/others are at risk of imminent harm

Where de-escalation strategies are ineffective and the student or others are at risk of imminent harm:

- seek assistance from other members of staff and alert leadership
- move students who are in the vicinity away from any perceived risk
- where possible, remove objects from the vicinity that may be of concern

Restraint & Seclusion³²

Teachers in Catholic schools have a duty of care and responsibility to all students. Any physical action should consider maximum respect for the student's autonomy and their individual rights. In this light, it is the responsibility of all educators to consider all actions possible to reduce and eliminate restrictive practices.

In rare circumstances, it may be necessary for a teacher to take an evasive action to prevent harm to themselves or a child using Protective Physical Interventions (such as blocking a student attempting to hit out until others can be moved away safely). The Protective Physical Intervention must be the least invasive way of protecting those involved.

Physical restraint must only be used in very rare circumstances and only for the period immediately required to protect the safety of the student or any other person. It must be the least restrictive form of restraint possible, using reasonable force, and only long enough to allow other students to be removed from the area.

Seclusion should only occur as an emergency response, and only applied when all other less restrictive intervention has been attempted. If a student is placed in a separate room, supervision must be maintained to ensure the school meets its duty-of-care obligations.

³² CEM, *Guidelines for the Use of Restraint and Seclusion in Schools*, in *Guidelines for Behaviour Support*, 2016

| | |
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| <p>2. REPORT TO PRINCIPAL AND RECORD THE INCIDENT</p> | <p>Report incident to principal Staff and students to be supported All staff involved to document the incident on a Record of Contact Form Principal completes School Injury/Incident Report form on CEVN website Parents to be notified on the day of the incident and Record of Contact Form completed Catholic Education Melbourne Principal Consultant to determine next phase of response</p> |
| <p>3. PROVIDE ACCESS TO POST-INCIDENT SUPPORT</p> | <p>Provide ongoing support to staff or students where the incident has caused distress Plan for the prevention of future incidents, including providing staff training Establish a Student Support Group Collect data and use it to establish a Behaviour Support Plan which outlines triggers and strategies to avoid or manage, along with SMART behavioural goals Carry out a Risk Assessment and establish a Student De-escalation and Safety Plan</p> |
| <p>4. CONSIDER DISCIPLINARY MEASURES</p> | <p>In-school withdrawal: Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is best done in-school rather than out-of-school, as this maintains a student’s connectedness and engagement with the school</p> <p>Respite from school (which may include shortened days at school or full days at home) Out-of-school suspension, for the shortest time necessary</p> <p>Negotiated Transfer: where another setting would more suitably meet the student's current and future needs and be the most appropriate means of providing for the student’s or school community’s wellbeing.</p> |

APPENDIX 1

Core Correction Plan – 5 R's

To correct low level behaviours in the classroom or on yard

NON VERBAL INTERVENTION: eye contact, move closer to the student/s, let them know that 'you know', click of the fingers etc.

REMINDER: Remind student about the expectation/value that has been broken and tell the student exactly what the student should do in the future. Delivered in a brief, calm and respectful manner, usually in private.

"Sam, you know our expectation about being on time and prepared for work, get on with it thanks".

REDIRECTION: Teacher redirects student from what they are doing to what they should be doing (it's an expectation)

"Sam, you need to stop playing the game on your iPad and begin the work thanks".

RELOCATION: Teacher directs student to sit by themselves

"Sam, you will have to move to that table over there and complete the work thanks".

REFLECTION - TIME AWAY: If the student still refuses the instruction, teacher directs student to sit in 'time away' and take part in a restorative chat or complete a Restorative Think Sheet for more serious behaviours. If this occurs on yard, Yard Duty teachers will contact the Office to arrange for a member of leadership to relieve the Yard Duty teacher until the chat/Restorative Think Sheet is completed and parents are contacted.

"Sam, you will have to move to 'time away' and I will talk to you shortly".

Repeat the direction/expectation and if the student argues use a:

- **'take up time'** – give the direction/expectation and move away allowing the student time to take up/process what was said.
- **'check-in'**- can you tell me what I asked you to do?
- **'cut-off'** – we are finished talking about this, we will continue our conversation at lunchtime/recess.
- **'blocker'** - are you refusing?

AVOIDING CONFRONTATION: The 'broken record technique' (standing your ground and repeating over and over the instruction) is not advised as it has the potential to escalate the dialogue into conflict. Avoiding confrontation does not mean avoiding the behaviour. It is quite the opposite. The effective technique is to ignore the secondary behaviours that students use mostly to 'save face'. The above strategy is a clear message to the student and onlookers that the offending behaviour will be addressed and the only thing being escalated are the consequences rather than tempers.

RECORD: Complete a Record of Contact Form ensuring relevant staff (such as the classroom teacher) are provided with a copy and one copy is filed in the student's school file

APPENDIX 2: REFLECTIVE THINK SHEET: FOUNDATION – YEAR 2

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|---|---|--|--|
| Student Name | | Class/Level | |
| Day/Date | | Time | |
| Teacher Involved | | Location | |
| <p>Circle the school expectations you didn't follow. At St. Monica's, we: Follow directions Keep our hands, feet and objects to ourselves Move safely Treat all property with care Speak appropriately Do not bully others</p> | | | |
| Draw what happened: | | | |
| It was wrong because | | | |
| It made me feel | | | |
| The other person felt..... | | | |
| To fix the problem I will..... | | | |
| Next time I will try to: | | | |
| think before I act <input type="checkbox"/> | walk away <input type="checkbox"/> | follow directions <input type="checkbox"/> | |
| think about others <input type="checkbox"/> | solve the problem <input type="checkbox"/> | tell the teacher <input type="checkbox"/> | |
| I can think about something positive I did today. | Today I followed school expectations when I..... | | |
| Student Name | | | |
| Teacher Name | | | |
| Parent Comment | | | |
| Parent Name | | | |

YEAR 3 TO YEAR 6

| | | | |
|-------------------------|--|--------------------|--|
| Student Name | | Class/Level | |
| Day/Date | | Time | |
| Teacher Involved | | Location | |

Circle the school expectations you didn't follow.

At St. Monica's, we:

Follow directions

Keep our hands, feet and objects to ourselves

Move safely

Treat all property with care

Speak appropriately

Do not bully others

What happened?

What led to this happening?

What choices did I make?

Who was affected or may have been affected? How?

What actions can I take to make things right?

What will help me to follow school expectations next time?

| | |
|--|--|
| I can think about something positive I did today. | I followed school expectations when I.... |
|--|--|

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|---------------------|--|
| Student Name | |
|---------------------|--|

| | |
|---------------------|--|
| Teacher Name | |
|---------------------|--|

Parent Comment

| | |
|--------------------|--|
| Parent Name | |
|--------------------|--|