St Cecilia's Primary School

Living and Learning in Faith

Principal
Marty McKenna

Parish Priest
Father Kevin McGovern

Student Behaviour Policy

Contents

Purpose

The St Cecilia's, Glen Iris 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 Cecilia's, Glen Iris will:

- promote positive behaviour in the school community;
- seek to prevent behavioural issues; and
- respond to challenging student behaviour occurring at school, at a school activity away from the school grounds or while travelling to or from school

This Policy should be read in conjunction with all School policies and the CECV Positive Behaviour Guidelines 2018.

School Profile

About St Cecilia's Glen Iris

St Cecilia'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 Cecilia's Glen Iris 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.

Students at St Cecilia's experience a Christ-centred Catholic education providing an excellent, inclusive curriculum .We are committed to providing educational opportunities that actively welcome, engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

Our school is a community that exemplifies the gospel values of mercy, peace and love. 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; and
- to foster self-discipline and to develop responsibility for one's own behaviour.

Guiding Principles

St Cecilia'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. Members of the school community are expected to contribute to the mission and vision of the school and to understand their rights and acknowledge their obligation to behave responsibly.

As a provider of Catholic education, the school Principal will take into account the need for the school community to represent and conform with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Pupils and families who are members of other faiths are warmly welcomed at our school. However, the school reserves its right to exercise its administrative discretion

in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

It is vitally important that the school is made 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.

St Cecilia's Vision Statement
*"An inclusive community
that inspires courageous learners
to make a difference
by living Christ's love for others."*

We at St Cecilia's value a positive community that is inclusive and respectful of relationships, appreciative of diversity.
We are committed to our faith community, fostering an environment where all staff & students reach their potential as lifelong learners.
We recognise the importance of family in each student's learning and ensure that every effort is made to involve and inform parents in a supportive and effective manner.   We also value the diversity of families and build on the experiences that students bring to the classroom.   We value and respect each person and carry this into our parish and wider community.   We connect the learning environment of the classroom with the parish, local, national and global community in a variety of ways both internal and external, online and in person.

We aim to create a learning community that actively promotes knowledge and skills for a twenty-first century society.
We are committed to maximising the use of technologies to optimise learning for all (students, parents, staff and the wider community) in an online environment.   We are committed to building staff capacity, who are accountable to each other, through a shared ownership of teaching and learning.

In light of our Catholic faith and traditions, students are provided with opportunities to become independent learners, creative thinkers and be selective in the ways they choose to learn.

Staff emphasise the quality of learning with high expectations of achievement and support students to reach their full potential.

We will provide an engaging and differentiated curriculum, growing the whole person through a climate of shared culture, and a safe and nurturing environment.

We are committed to using high quality data and targeted, explicit teaching to ensure students achievement through personalised learning.

We value every student's well being as the responsibility of every staff member as we move from class lead learners to school lead learners to global lead learners.

We are committed to achieving a high level of student engagement through planning with students' needs and interests in mind as stewards of our sustainable, global community.

Students are provided with a safe, stimulating and supportive environment where every student feels secure and valued.

Teachers use strategies to develop investigative and problem solving skills which encourage questioning, reflecting, creativity and imagination.

A variety of methods of ongoing assessment and reporting are used.

Teachers explain the purpose of the assessment to students to guide and enhance future learning.

The adjustment of tasks in both planning and teaching aims to meet the range of abilities and learning styles.

Students are encouraged to take risks in their learning. They show respect for all learners and acceptance of individual differences.

"A Positive Attitude is a little thing that makes a BIG difference."

"At the very heart of each Catholic school is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains. Here we support students 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."

Horizons of Hope page 5.

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 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 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 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 Jude's Anti-bullying policy for further details.
- **Challenging behaviour** is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to 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 Jude'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 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 is also informed by the following resources:

- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- National Safe Schools Framework www.education.gov.au/national-safe-schools-framework-0
- Health Promoting Schools Framework www.ahpsa.org.au
- CECV Intervention Framework 2015 www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf
- CECV Positive Behaviour Guidelines 2018
- Diocesan policy and regulations

Shared Behaviour Expectations

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

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

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:

1. take responsibility for their learning and have high expectations in themselves that they can learn
 	
2. model the School's core values of respect, endeavor, communication, trust and teamwork
 	
3. take responsibility for their own behaviour and the impact of their behaviour on others
 	
4. comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to:
  a. obey all reasonable requests of staff;
  b. respect the rights of others to be safe and learn; and
  c. respect the property of others.
	1. have high expectations of their child's behaviour and have an understanding of the School's behavioural expectations
	
	2. communicate with the School in regards to their child's circumstances
	
	3. cooperate with the School by assisting in the development and enforcement of strategies to address individual needs
	
	4. 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
		1. promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
		
		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. 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

	medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements 5. comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the School. 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.	attendance and behavioural issues 4. consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances 5. plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students 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

Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, parents and the wider school community.

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

Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1. attend and be punctual for all timetabled classes every day that the school is open to students 2. be prepared to participate fully in lessons 3. bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes 4. remain on the school premises during school time unless they have permission to leave from the School and parents 5. work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed	1. ensure that their child's enrolment details are correct 2. ensure their child attends school regularly and punctually 3. advise the school as soon as possible when a child is absent 4. account for all student absences 5. keep family holidays within scheduled school holidays 6. support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences 7. work cooperatively and collaboratively	1. proactively promote regular attendance 2. mark rolls accurately each learning session 3. follow up on any unexplained absences promptly and consistently 4. identify trends via data analysis 5. report attendance data in the student report and school's Annual Report 6. support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies 7. report lengthy or unexplained absences

during a prolonged absence from school 6. work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent	with the School to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	to the Regional Manager 8. work collaboratively with parents and students to develop an agreed 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

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 change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and inter-agency 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 Support Guidelines, 2018. Where applicable, an incident report must be completed and provided to the Principal or relevant staff member.

Establishing a Positive Climate

Buddy System

At St Cecilia's we recognise the value of children helping and assisting each other. Buddying younger children with older children can have many benefits in the classroom and on the playground. Older children can model appropriate behaviour and provide a 'buddy' in times of need. Older children can also help their younger buddies to work out strategies to deal with playground difficulties. Looking out for younger buddies is a responsibility older children take on readily. Each year classes pair up and work frequently together.

Positive Reinforcement

Positive incentives are used at St Cecilia's. Students have opportunities to earn individual, class, House and assembly awards. The staff of St Cecilia's use rewards to affirm our 3 expectations, manners and positive behaviour.

Individual rewards:
Class teachers and LSOs use a combination of Class Dojo and sticker charts etc. to reward individual positive behaviour.

Whole Class awards:

Teachers are encouraged to use a whole class reward system to encourage cooperative positive behaviours and to support collaboration of students. Teachers may use a variety of systems including Class Dojo and Marble in the Jar.

Good Behaviour Tickets:

Good Behaviour Tickets is our whole school reward system. Students are rewarded for good choices with a Good Behaviour Ticket which they add to the House container outside the library. Students' good choices might be for following our 3 core expectations, displaying their use of the manners protocol, working well in class or playing fairly and considerately on the yard.
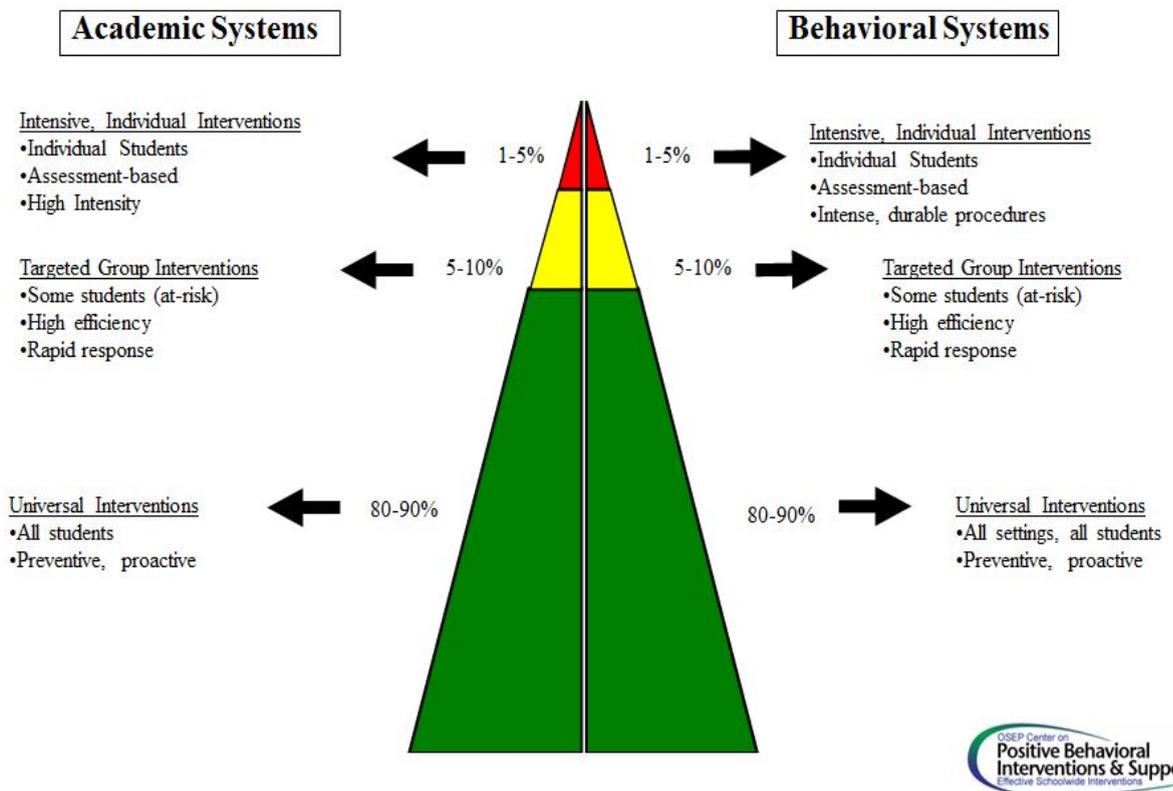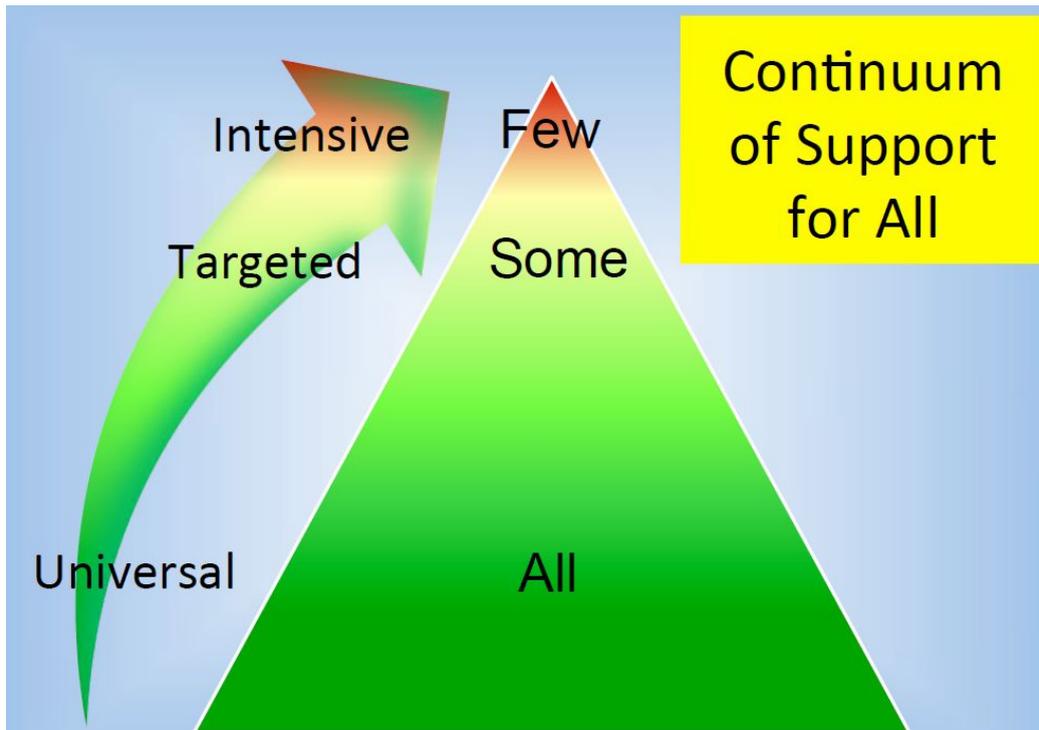
- Howard (Blue)
- Walsh (Yellow)
- Crowe (Red)
- McInerney (Green)

When the cylinder is full all the students belonging to that House enjoy some reward time with their House team members such as:

- Movie afternoon
- Special sports afternoon and an icy pole
- Board game afternoon
- Hot chip lunch and free play

SWIS Support:

With support from the CEM, we use the School Wide Information System (SWIS). This is a web based program which we use to graph discipline referral data. The program creates instant graphs for behavioural data regarding day, month, location, year level, specific behaviours and specific students. The PBL Team refers to this data to identify issues so that we can implement preventative interventions based on the data collected and measure the effectiveness of the interventions.

Continuum of Support for All

Few

Intensive

Targeted

Some

Universal

All

Academic Systems

Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity

1-5%   1-5%

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

5-10%   5-10%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All students
•Preventive, proactive

80-90%   80-90%

Universal Interventions
•All settings, all students
•Preventive, proactive

OSEP Center on
Positive Behavioral
Interventions & Supports
Effective Schoolwide Interventions

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:

- 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
- 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 interventions to meet behavioural standards, including irregular attendance. These students will be supported through a 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
- Documentation of incidents relating to the management of student behaviours to inform decision making.
- Revision of the Personalised Learning Plan (PLP)
- Parent consultation via phone or interview
- 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
- Case conference in PLT meetings

Tier 3: Intensive intervention

Behaviour Heirarchy:

First time a student disrupts:
Reminder
"NAME… you need to…"
Second time a student disrupts:

Consequences for student misbehaviour

St Cecilia's Behaviour Support Process Flow Chart

The School adopts a staged response to challenging behaviour and appropriate consequences for misbehaviour may take the form of:

- Non-verbal warning – eg eye contact / hand movement / shake of head / teacher positioning to stand near misbehaving student(s)
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- Moving student in the room to a less disrupting situation
- Separating student from the class for a short period of time to provide an opportunity for the class to settle
- Re-admission to class activity based on student agreeing to class rules
- Student required to stay in after class for set period of time
- Student required to complete work during recess / lunchtime
- Student engaged in restorative actions supervised by the teacher involved in the incident

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

- Convening a Program Support Group (PSG) meeting involving parents/carers, Learning Diversity/Wellbeing coordinator and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development of a PTR Behaviour Plan (PTRB) and/or Safety Plan where appropriate for individual students
- Referral to Catholic Education or external Health or Allied Health providers

- Contact with the Regional/Diocesan Office
- Individual tracking sheets to address ongoing incidences.

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. Measures should always be proportionate to the nature of the behaviour, and are best used with support measures to identify and address causes of the behaviour. Disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines and may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention as a last resort
- 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)
- 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 Diocesan Pastoral Care Policies and the Victorian Department of Education and Training (DET) regulations regarding suspension and expulsion.

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:

- 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; and
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

Time off the yard Policy

Time off the Yard : Years P-6

The child is required to spend the first half of recess or lunchtime with the teacher on duty. They should not be allowed to speak with friends or to socialise with others. Teacher who gives the **time off** needs to follow up and a record of the action should be recorded on the playground tracking sheet.

Reflection Sheet

Parents of children who have 3 time off the yard periods within a four weeks period will be contacted by the principal for a follow up 3 way interview between parent, student and principal to discuss the problem behaviour. The principal can decide to follow the Serious Offenders Policy.

Restoring the Relationships:-
Restorative justice

At St. Cecilia's, in the event of an incident that needs teacher support to solve, we use a restorative practices approach. This requires asking a series of questions of those involved, hearing both sides of the story, looking at choices made and asking those responsible for causing others to be upset how they can make things better. In acting on their own suggestions the person who caused the other to be upset can attempt to improve a relationship that their actions caused.

RESPONDING TO SERIOUS OFFENCES WHICH DO NOT COME UNDER NORMAL DETENTION POLICY

Definition of a Serious Offence

A serious offence is defined as activities or behaviour of a student which:
1. seriously undermines the ethos of the Catholic School, or
2. consistently and deliberately fails to comply with any lawful order of a principal or

teacher; or

3. is offensive, or dangerous to, the physical or emotional health of any staff member,
student or visitor.

4. consistently and deliberately interferes with other students.

Examples of Offences:

- extremes of bullying
- verbal harassment
- use of physical violence
- theft of a serious nature

The Process

Establish a Behaviour Management and Welfare Conference Group:
This may involve:

- Principal
- Parish Priest
- Classroom Teacher
- Parents
- Student
- CEO Personnel
- Specialist Assistance (as appropriate)*

- Consider issues relevant to behaviour of student and implications for others in community;
- Identify critical factors leading to offence;
- Identify educational and social needs of all the students and/or staff involved;
- Identify and explore strategies to re-establish the students' in the life of the school;
- Consider support and resources, which may be available from both within and outside the
- school to all involved.
- Develop an action plan for responding to the student's behaviour;
- Ensure that decisions are implemented.
- Maintain confidentiality at all times.
- Consider legal ramifications of both the student's behaviour and strategies implemented to deal with the student's behaviour.
- Aim for consensus of the group. Where this is not achievable the Principal takes responsibility for a final decision.

POSSIBLE OUTCOMES

In line with C.E.C.V. Policy the Discipline and Welfare Conference Group may choose from the following options:

- Parental interviews
- Daily reports
- Contractual arrangements
- Suspension
- Negotiated Transfer

Assistance for dealing with these processes is available from Diocesan Catholic Education Office personnel (Pastoral Care Unit)

HARASSMENT/BULLYING/ASSAULT

Definition:

Being harassed or bullied means that a person is subjected to behaviour that is hurtful, threatening or frightening and that this behaviour is repeated over a period of time, either by an individual or a group of individuals.

Besag.(1989.P4) defines bullying as behaviour, which is the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or satisfaction.

Racial and sexual harassment are sub-categories of bullying. Other bullying behaviours range from petty 'bossiness' to repeated physical violence over time.

Behaviours such as ostracism, rumour spreading, standover tactics and name-calling all constitute bullying when there is intent to hurt and there is an imbalance of power and this can continue over time.

The students, parents and teachers of St. Cecilia's:

- recognise that all students have the right to feel safe and be safe;
- value and promote the uniqueness and giftedness of each student;
- acknowledge student's current stage of development, while showing respect and concern
- for the needs of all members of the school community.
- recognise the need for students to learn strategies to enhance their ability to resolve conflict in a positive manner.

Bullying of any form has no place in such an environment and if it occurs it is

considered a very serious matter.

<u>BULLYING BEHAVIOUR INCLUDES:</u>

Physical bullying	Including fighting, pushing, shoving, gestures or invasion of personal space.
Verbal bullying	Including name calling, offensive language, putting people down behind their backs, picking on people for any reason including such things as race, gender, beliefs, economic or fashion inferences.
Visual bullying	Including offensive notes or material, graffiti,damaging other people's possessions.
Victimisation	Including standover tactics, picking on others, threats to"get" people, repeated exclusion or intimidation.
Sexual bullying	Including touching or brushing against another student's body in a sexual manner, using insulting names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.
Cyber Bullying	Including use of the computer and/ or telephone to disrupt, destroy, intimidate or stalk users through written or spoken information.

Discrimination of any kind is a form of bullying and is subject to civil prosecution.

At our school it is the right and responsibility of everyone to report bullying. If bullying occurs, whether a child is the victim or bully, the following action should be taken by the student and/or their parents:
The student or parent should speak with a person on staff with whom they feel comfortable with. These discussions will be viewed as confidential.

<u>The following Procedure should be undertaken when a Bullying incident has occurred.</u>
Step 1.   Staff Member or Principal has been made aware of bullying
- · Told by victim
- · Told by witness
- · Told by parent /other adult
- · Notices or deals with an incident
Step 2.   Staff Member/Principal interviews –checks facts with victim
Step 3.   Staff Member/Principal convenes a meeting with all concerned

including main perpetrators, colluders, bystanders and witnesses. Emphasis is on restoring the relationships at this stage rather than punishment. Children reminded of the Rights and Responsibilities each has. Feedback, as required, is provided to staff.

Step 4. Staff Member/Principal explains the problem and states clearly that bullying will not be tolerated.

Step 5. Staff Member/Principal should endeavour to share the responsibility at this stage – don't attribute blame-the group is responsible and can do something about the problem.

Step 6. Staff Member/Principal asks the group for ideas.

Step 7. Staff Member/Principal completes an incident report on SWIS Behaviour form for inclusion on SAS system.

Step 8. Staff Member/Principal organises a follow up meeting a week later, if required.

Step 9. Bullying continues - Principal interviews child and parents.

Step 10. Principal invokes Serious Incident Policy.

The RESILIENCE Program
Starting across the school in Term 2 2019

CIRCLE TIME:
All class teachers are encouraged to include circle time in their fortnightly program. Each level has weekly time allocated to Social Emotional Learning (SEL)

'BOUNCEBACK'
Each level has access to copies of these resource books

'FRIENDLY KIDS FRIENDLY CLASSROOMS'
Each class uses this resource:-
This book is used a major resource in the teaching of social skills. A copy of the book is included in each class curriculum box and teachers are encouraged to systematically teach the skills and strategies suggested.

Social Skills Program:
This program is run by the Learning Diversity Leader or LSO with selected small groups of students with the aim to build social skills.

Other Resources
Meditation/Relaxation For Kids
Strength Cards For Kids
Lego Program
SEL in Catholic School Communities
Assertive Discipline Resources
Restorative Justice Cards

Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, St Cecilia's Glen Iris 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 Cecilia's Glen Iris 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.

Policy Evaluation and Review

St Cecilia's Glen Iris Student Behaviour Policy is reviewed annually in conjunction with the school's annual self-evaluation that is undertaken as part of the school's accountability framework.

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

Appendix 1 – General Information relating to disciplinary measures
- **Withdrawing privileges** – Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school, 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 should 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.

Suspension – Suspension is the process of excluding a student from standard instruction or educational opportunities for part of a day, a full day, or multiple days.

Expulsion – In some instances it may be appropriate to 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.