DIOCESE OF BALLARAT CATHOLIC EDUCATION LIMITED

Positive Behaviour Policy and Procedures

St Joseph's School, Hopetoun operates with the consent of the Bishop of the Catholic Diocese of Ballarat and is operated and governed by the Diocese of Ballarat Catholic Education Limited (DOBCEL).

Policy Statement

St Joseph's School, Hopetoun is committed to fostering a positive and safe culture within an inclusive learning environment. The promotion of positive behaviour and a commitment to effective communication among all stakeholders helps to promote the safety and wellbeing of all.

The purpose of the Positive Behaviour Policy and the accompanying Procedures is to provide students, staff, and parents/ guardians/carers with clarity regarding the school's approach to student behaviour to ensure a safe environment for all. Positive behaviour is achieved by adopting clear and well understood school wide processes and clear procedures for when behavioural expectations are breached.

Context

DOBCEL believes that the principles of inclusion are predicated on the intention to provide an educational environment that promotes the human dignity of each student within a supportive Catholic community. The principles of inclusion recognise:

- practice that is informed by the teachings of Jesus Christ, and the Catholic tradition, legislative requirements, educational philosophy and societal expectations
- the uniqueness and the diversity of all students created in the image of God
- the need for belonging within a Christ-oriented community underpinned by respectful relationships
- a whole school approach to planning, curriculum development and school organisation informed by Enhancing Catholic School Identity (ECSI)
- access to required differentiated resources and learning opportunities, to enable all students to engage purposefully and to experience learning success

The Positive Behaviour Policy and Procedures help promote positive student behaviour processes that are consistent and fair by:

- fostering a culture that promotes the values of honesty, fairness, and respect for others, where students participate in decisions affecting them and speak up if they feel unsafe
- promoting the best interests of the student at all times
- recognising that all members of the school community have a right to work and learn in a safe, positive environment
- applying the principles of procedural fairness to inform the school's response when behaviour does not meet expectations
- utilising data collection and analysis to screen, monitor, and assess student progress

- outlining roles and responsibilities for developing, implementing, reviewing, and reporting on matters relating to student behaviour
- ensuring that **corporal punishment is explicitly prohibited** as per Section 4.3.1 of the *Education Training and Reform Act 2006 (Vic).*

The school seeks to maintain an environment that is safe for all staff and students and in which learning can take place. It recognises that this is optimally achieved in collaboration with the students and their parents/carers/guardians.

The school is responsible for determining when conduct of a student warrants discipline and may apply such discipline (including consequences, suspension and expulsion of a child's education or enrolment) as the school, in its discretion considers appropriate, having regard to the student's conduct and the school's codes of conduct, directions, handbooks, policies, procedures, rules, and values.

In accordance with the DOBCEL Student Suspension, Negotiated Transfer and Expulsion Policy and Procedures, the school has the right to suspend a student's education and/or enrolment or move a student to offsite learning whilst investigating a potential breach of the school's codes of conduct, directions, handbooks, policies, procedures, rules, or values. Following an updated Risk Assessment the school may deem a period of offsite learning is necessary while Behaviour Support Plans are revised and updated.

Scope

The Positive Behaviour Policy and Procedures applies to DOBCEL Principal/s, school staff, students, parents, guardians and carers.

Legislative Context (if applicable)

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)

Definitions

TERM	DEFINITION
Behaviour of concern	May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment, and victimisation. It includes anything a person does or says which is likely to limit or deny learning capacity and/or access to regular school routines and activities. Such behaviours may be those a person does or says which causes stress, worry, and risk of or actual harm to others. It may be anything a person does or says of such intensity, frequency, or duration that the physical and/or psychological safety of the person or others is affected.

	Behaviours of concerns can include: • Teasing / unkind behaviour / bullying / cyber-bullying • Disruptive behaviour • Poor attitude / work rate • Bad language • Damage to property / equipment • Intimidation
Behaviour support	The educational support a student receives from the school to learn preferable behaviour.
Bullying	A broad concept which may generally be characterised as repeated 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 or group.
Corporal Punishment	Physical punishment, such as hitting with a hand or implement.
Discriminatory Conduct	Conduct whereby an individual is treated less favourably based on a particular 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.
Dynamic Risk Assessment	An on-the-spot assessment of the likely outcomes of the available options before deciding which option to choose in a situation which is stressful and rapidly evolving.
Expected Behaviour	Behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering). In general, expected behaviour is any behaviour that contributes to a positive learning environment and aligns with school rules and behavioural expectations.
Procedural Fairness	Procedural Fairness requires an unbiased approach to resolving situations including the right to be heard, the right to be treated without bias, and a decision being based on relevant evidence.
Program Support Group (PSG)	Comprises people with extensive knowledge of and responsibility for a student, including parents/guardians/carers, an advocate for the parents (optional), the student's teacher(s) or nominated staff member, senior staff, and invited consultants. The PSG work together to establish goals, plan for adjustments to programs, plan for ongoing education, and monitor learning progress. Decisions and formal communication will generally occur in PSG meetings. A PSG may also be referred to as a Student Support Group (SSG).

Restorative Practice	A whole-school approach that encourages positive behaviour. Restorative practice enables the individual to be accountable for their behaviour and repair any harm caused to others. In the Catholic tradition, restorative practice is strongly rooted in the concept of reconciliation.
Restraint	Physical restraint is the use of force to prevent, restrict, or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint **does not** include 'protective physical interventions' which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip. In these instances, the student remains free to move away.
Restrictive intervention	Any intervention which restricts a person's freedom of movement.
Risk Assessment	Identifies the risks posed by the student (to themselves, other students, and situations) and is used to consider various risk mitigation strategies.
Safe place, chill out, or time out rooms (safe place)	An identified area within the classroom/school designed to provide students with a calming space for when they experience overwhelming emotions. This area also provides opportunities for defusing a negative emotion or situation before it escalates.
Positive Behaviour Support Framework	A framework that brings school communities together to develop positive, safe, supportive learning cultures. A Positive Behaviour Support Framework assists schools to improve social, emotional, behavioural, and academic outcomes for students. The framework supports schools to identify and implement successful evidence-based whole-school practices to enhance learning outcomes for students.
Seclusion	The solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion involves situations where a person is left alone in a room or area and reasonably believes they cannot leave that room or area even if they may be physically able to (e.g. the door is not locked). Seclusion **does not** include safe places, time out, or chill out rooms - these being conditions set up to support students.
Student	A person enrolled at a DOBCEL school.
Student Safety Plan (SSP)	A planned response to support the management of a student's escalation cycle and is created by staff who know the student well and can accurately describe the student's escalation cycle. The SSP is informed by the Risk Assessment.
Student Sexual Offending	Student sexual offending means sexual behaviour by a student 10 years and over which may amount to a sexual offence. A sexual offence includes rape, sexual assault, indecent acts, and other unwanted sexualised touching.

Roles and Responsibilities

Role	Responsibility
DOBCEL	• support schools in meeting the Guidelines to the Minimum Standards and Requirements for School Registration developed by the VRQA as they relate to student behaviour • understanding and responding to all legislative requirements.
Principals and School Leadership	• communicate politely and respectfully with all members of the school community • develop school-based expectations and procedures to ensure the requirements of this document are fulfilled within the school's context • in consultation with the school community wherever appropriate, will prescribe standards of dress, appearance and behaviour for the student population, taking into consideration the school community's economic, indigenous, cultural, and lingually diverse background and circumstances • develop strategies to ensure that student behaviour expectations, processes, and consequences are communicated, accessible, and understood within the school community • facilitate access to professional learning for all staff (including all new staff, replacement, and emergency teachers) that includes: o understanding the school's approach and strategies for implementing the Positive Behaviour Policy and Procedures.
Staff	Staff determine the nature and tone of the conduct of the students through their professional engagement with students. Staff understand students' diverse backgrounds, abilities, and learning needs and adapt their engagement methods to support student growth. Staff promote respectful behaviour, address behaviours of concern, and ensure students feel safe and secure in their learning environment. Staff will; • communicate politely and respectfully with all members of the school community o set clear expectations about student behaviour which are consistent with the whole-school approach o reinforce positive behaviour and address behaviours of concern o discuss with the Principal and team leaders any concerns or strategies to improve positive behaviour responses o ensure that teaching and learning activities are engaging and consider the diverse requirements of students o communicate with parents, as required, about student behaviour and engagement o discuss with students how to respond appropriately when other students display behaviours of concern o document student incidents in SIMON: Social Behaviour Platform o analyse data related to student behaviour
Parents/Guardians/Carers	As the first educators of the student, parents/guardians/carers enter a partnership with the school to promote and support the student's education. Parents/guardians/carers must assume responsibility for maintaining this partnership by supporting the school in the provision of educating the student within the scope of the school's registration, and fostering the student's spiritual, behavioural and academic requirements. Parents/guardians/carers are required to;

- communicate politely and respectfully with all members of the school community
- support the school's implementation of the Positive Behaviour Policy and Procedures in line with the Enrolment Agreement
- comply with the school's behaviour approach and code of conduct, and support the school in upholding prescribed standards of dress, appearance, and behaviour and ensure compliance with the Code of Conduct for Students
- ensure that the student is aware of all policies and procedures that apply to them, including those relating to the student's conduct and behaviour, and any code of conduct for students, and to actively support the school in the implementation of such policies, procedures, and codes of conduct.

As a condition of enrolment, parents/guardians/carers and students are expected to respect any decisions made by the school in relation to behaviour management.

Supporting Documents

Forms, templates and internal documents listed below are available to download from 'eSORT' and 'Policy Central'.

- Behaviour Support Plan – template
- Enrolment Planning Tool - Current Student
- Enrolment Planning Tool - New Student
- Post Incident Checklist for Principals
- Record of Restraint and Seclusion – template
- Risk Assessment Tool - Behaviours of Concern
- Risk Assessment Matrix
- Student Safety Plan - Template A
- Student Safety Plan - Template B

Internal

- Attendance Policy [DOBCEL]
- Attendance Procedures [School]
- Bullying Prevention (inc. Cyberbullying) Policy [School]
- Child Safe and Wellbeing Policy [School]
- Code of Conduct – Parents, Guardians & Carers [School]
- Complaints Management Policy and Procedures [DOBCEL]
- Duty of Care Policy [School]
- Enrolment Policy [DOBCEL]
- Enrolment Agreement [School]
- Occupational Health and Safety Policy [DOBCEL]
- Student Suspension, Negotiated Transfer and Expulsion of Students Policy and Procedures [DOBCEL]

Resources

- Victorian Catholic School Statement of Commitment to Child Safety [see eSORT]
- CECV Intervention Framework 2021 [see eSORT]
- CECV Parent Guide to Program Support Groups [see eSORT]
- CECV Positive Behaviour Guidelines 2018 [see eSORT]
- CECV Safe and Sound Practice Guidelines (Occupational Violence) [see eSORT]
- Four Critical Actions: Responding to Student Sexual Offending (PROTECT)

- Health Promoting Schools Framework
- National Safe Schools Framework
- Restraint and Seclusion Policy – Department of Education

DOBCEL Principles of Governance

All DOBCEL policies are founded on and reflect the Principles of Governance stated in the Document:

DOBCEL Principles of Governance

Policy Owner	School Principal
Responsible Directorate member	Deputy Director: Catholic Education
Document Owner	Leader: Wellbeing
Assigned Board Committee	Children & Young People Safeguarding & Wellbeing Consultative Committee
Approval Date	27/11/2024
Review Date	27/11/2027
Document number	P0344

Positive Behaviour Procedures

St Joseph's School, Hopetoun will implement processes that are consistent and support DOBCEL's commitment to fostering a positive and safe culture within an inclusive learning environment, which values diversity and celebrates difference. Partnership with parents/guardians/carers is critical in creating a constructive learning environment and in modelling positive behaviour to children and young people.

Schoolwide Approaches

St Joseph's School will:

- make the best interest of the child a primary consideration in its approach to positive behaviour
- ensure that the curriculum includes the teaching of social, emotional, and positive behaviour skills
- promote student voice and participation to provide students with a sense of ownership and empowerment
- establish social, emotional and educational behavioural support for vulnerable students and monitor and evaluate progress
- ensure teacher supervision is effective in all school environments
- identify the roles and responsibilities of staff in implementing the whole-school plan to support positive behaviour
- as appropriate, adopt restorative and positive behaviour practices, and social and emotional learning methods when responding to behaviours of concern.
- make personalised adjustments based on student requirements that are culturally, developmentally, and psychologically appropriate
- define the school's approach to how student additional learning requirements are identified to assist in the planning of student behaviour support (e.g. seeking advice from experts, consulting parents to inform them of personalised student behaviour support plans)
- outline the school's strategy for deciding on disciplinary measures, which considers the best interest of the child and the safety and wellbeing of all school staff and all other members of the school community
- Make known the school's response to:
    - uniform and grooming infringements
    - all forms of bullying
    - aggression
    - drug and alcohol misuse
    - risks of suicidal behaviour
    - poor student attendance and truancy
    - use of mobile and other electronic devices
    - suspensions and expulsions of students, and ensuring the steps for managing such are consistent with the DOBCEL Student Suspension, Negotiated Transfer and Expulsion of Students Policy and Procedures, which are to be communicated and accessible to school staff, students, and parents/guardians/carers
- use the least restrictive intervention to prevent or de-escalate student conduct or emotional states that risk harm to self or others, and outline circumstances when it may be necessary to use restrictive interventions.
- explicitly prohibit corporal punishment

Interventions

St Joseph's School uses a tiered intervention framework to support students to achieve positive behaviour that invests in:

Tier 1: Primary Prevention
Supports all students, staff, and settings. Tier 1 support provides the foundation for learning and behaviour for all students. For most students, this level of support provides what they need to regulate their behaviour.

Tier 2: Secondary Prevention
Additional specialised group systems for students with at-risk behaviour. The school supports are designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to successfully participate in the social and academic programs of the school.

Tier 3: Tertiary Prevention
Specialised and individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention. Tertiary support is the most intensive support the school offers. They are data-based, intensive, durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

For more information refer to pages 10 to 15 of the CECV Positive Behaviour Guidelines.

Addressing Student Behaviours of Concern

When responding to behaviours of concern teachers will:

Redirect Low Level Behaviour
Students will be reminded of the expected school behaviour, and asked to think about how they might be able to act more safely, more responsibly, or more respectfully. This will encourage self-reflection and ownership of behaviour.

Provide Targeted Behaviour Support
Students who are identified as requiring more targeted support to assist them in meeting the expected behaviours. These students will receive increased daily opportunities to receive positive contact with adults. They may also receive mentoring or intensive social skills support as required.

Provide Intensive Behaviour Support
Students requiring more intensive support may be referred to school support personnel who will form part of a support team. The role of the support team is to develop a Behaviour Support Plan. The team will work together with the student and parents/guardians/carers to develop appropriate behaviour supports, monitor the impact of these, and adjust as required. Support from DOBCEL Wellbeing Team and/or professionals from other agencies may be included in this process as appropriate. Depending on the student's additional requirements and the behaviours present, it may be necessary for the team to undertake a Risk Assessment and develop a Student Safety Plan to support a safe environment for all.

Removal from classroom
When a student is removed from the classroom, the student must be supervised and provided with suitable learning activities. If a student requires consistent removal from class, it must be reported to the Principal or delegate who will review the intervention for its effectiveness.

Restrictive Intervention – Restraint or Seclusion
Physical restraint and seclusion must not be used unless immediately required to protect the safety of the student or any other person. Restraint or seclusion is to be used only when other methods of de-escalation have failed, and a dangerous situation is imminent. Restraint or seclusion must not be used as part of a Behaviour Support plan.

Restraint and seclusion are not used:

- as a routine method of punishment
- as part of the school behaviour management philosophy, policy or procedures
- to punish or discipline students for non-compliant behaviour, unless that creates a situation of imminent danger to the student or to others
- to respond to verbal threats of harm from a student, except where there is reasonable belief that the threat will be immediately enacted or
- to punish or stop property destruction caused by the student unless the action is placing any person at immediate risk of harm.

Restrictive interventions need to be implemented in alignment with the Department of Education's Restraint and Seclusion Guidelines and the CECV Positive Behaviour Guidelines.

The Principal or their nominee may search a student's bag, locker, desk, or other possessions to investigate a student discipline matter, where the school (acting reasonably) considers there are reasonable grounds to do so.

Protective Interventions Procedures

St Joseph's School must put in place supports for students exhibiting complex and challenging behaviour and requires a holistic response, involving school and community teams, the student, and their family. The following support processes apply to students who have been identified as exhibiting persistent complex/challenging behaviour, and those who have a 'one-off episode' of complex/challenging behaviour. These responses, which are ultimately the school's responsibility, must be informed by parent/guardian/carer input.

Intervention
The development of an intervention process which encompasses the identification of learning and/or behaviour needs, targeted assessment, data analysis and interpretation, learning and teaching strategies ongoing evaluation, and specialised support as required to inform planning. For more information refer to pages 10 to 15 of the CECV Positive Behaviour Guidelines and the CECV Intervention Framework.

Risk Assessment
A risk assessment is to be undertaken for students who have been identified to exhibit complex and challenging behaviour. A risk assessment requires identifying the risks posed by the student (to themselves, other students, and situations) and is used to consider various risk mitigation strategies. For more information refer to pages 21 to 22 of the CECV Positive Behaviour Guidelines.

Behaviour Support Plan
A Behaviour Support Plan is a working document designed to outline clearly the adjustments that will be implemented to maximise the student's engagement, thereby increasing learning outcomes. Behaviour Support Plans should be developed through a collaborative problem-solving process involving all significant people in the student's life, including parents/guardians/carers, classroom teachers, and support staff.

Student Safety Plan
A Student Safety Plan is an extension of an existing Behaviour Support Plan that is already in place for the student. It provides relevant school staff with a planned response to support the management of a student's escalation cycle. For more information refer to pages 23 to 29 of the CECV Positive Behaviour Guidelines.

Communication of Positive Behaviour Policies

St Joseph's School will:

- place the Positive Behaviour Policy and Procedures on the school website, and refer to it in any Staff and Parent Handbooks
- ensure the steps for managing suspensions and expulsions of students are consistent with the DOBCEL Student Suspension, Negotiated Transfer and Expulsion of Students Policy and Procedures
- communicate the school's expectations and guidelines about student behaviour
- communicate with external agencies and DOBCEL regarding additional assistance or expertise in dealing with specific behaviour-management issues when required
- outline the school's approach to coordinating behaviour interventions and/or therapy services with external practitioners or agencies
- outline codes of conduct for parents and secondary students

Family Communication and Instructions

The school reserves the right to communicate with both or one of the child's parents regarding the child's education, care, safety, and welfare, having regard to what the school considers—in its reasonable opinion—to be the best interests of the student. Communication between the school and parents/guardians/carers should occur as soon as possible after an incident, reflecting the demands on those required to communicate and partner in a spirit of cooperation.

Any notice given by the school to any one of the student's parents will be deemed to be given to all parents. Notice can be given by email, text message, hand, prepaid post, in the school newsletter, on the school website, or via the student (e.g. a note in the student diary).

If the school requires instruction, authority, or direction regarding any issue concerning the student, the school may act upon the instruction, authority, or direction of any one of the child's parents based on its reasonable opinion and the best interests of the child.

Appropriate and Productive Raising of Grievances

St Joseph's School is committed to the education and wellbeing of each student. It is therefore critical that parents/guardians/carers are able to raise genuine grievances they may have in an appropriate, constructive and respectful manner.

St Joseph's School grievance-management procedures are set out in the school's Complaints Management Policy and Procedures. This policy sets out how concerns and grievances may be raised with the school, with whom they should be raised, and how the school will deal with these in a respectful and timely manner. Parents/guardians/carers with grievances or complaints should consult the school's Complaints Management Policy and Procedures, which are available on St Joseph's School website.

Procedures Owner	**School Principal**
Approval Date	**27/11/2024**