



# Behaviour Support Policy

*Date of policy: 10<sup>th</sup> August 2020*

*Date of last major review:*

*Date of next major review: 2024*

*Reviewed by: Josy Reeder and Richard Jacques*

# 1. Rationale

## VISION

*We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the spirit of Jesus.*

Our Lady of the Assumption Parish Primary School (OLA) strives to form quality partnerships with school families to support the academic, physical, social and emotional and spiritual learning of all students in a safe and secure environment, both in and outside of the school grounds. We believe in the dignity of the human being and that the self-efficacy of the child should have priority. Each member of our school community has rights, and along with those rights comes responsibilities. Our whole school expectations give priority to enhancing self-discipline and respecting the rights and responsibilities of others.

***We believe that all members of our school community have the following rights:***

### ***Students***

We all have a right to work, play and learn in a friendly, safe and respectful environment.

### ***Staff***

We all have a right to work in a friendly and safe school that is supported by the school community.

### ***Parents***

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and respectful school environment.

# 2. Aims

At OLA Parish Primary School we are committed to a positive learning environment where all students are included and feel safe and supported. We strive to promote a sense of wellbeing, through opportunities that nurture the valuing of themselves and others. Ultimately individuals should develop self-discipline and the skills and strategies to make responsible, healthy and informed choices in this environment.

# 3. Implementation

Our approach to behaviour support is underpinned by our Whole School Expectations. Whole School Expectations promote positive behaviour choices so as to instil a culture of respect and a sense of belonging.

## **STUDENTS ARE CONTINUALLY ENCOURAGED TO**

- Make responsible choices in respect to health and safety
- Accept the opinions of others

- Accept a person's background, race, culture, religion, gender, intellectual ability, physical appearance
- Show respect for self, others and their property

## **OLA WHOLE SCHOOL EXPECTATIONS**

### ***BE RESPECTFUL***

- Communicate in a respectful manner to all members of the community
- Knock before entering a room
- Let people exit doorways before entering
- Following all instructions
- Politely greeting people/visitors when passing them
- Be polite and use manners when speaking to other people, such as "please", "thank you", "hello", "excuse me" and make eye contact
- Use people's names when speaking to them
- Listen to the speaker
- Support team mates and demonstrate good sportsmanship at all sporting events
- Share play spaces and include others
- Respect the schools and other people's property

### ***BE RESPONSIBLE AND SAFE***

- Take responsibility for own words and actions
- Seek help from a teacher if feeling unsafe
- Follow our School Rules
- Walk around the school safely with an awareness of others
- Walk quietly through learning spaces, corridors and undercover outdoor areas
- Walk on the left
- Act in a manner which is cyber safe using technology responsibly
- Use learning tools and equipment safely and responsibly
- Wear the correct school uniform with pride
- Be sun smart, wearing hats and sunscreen outdoors during Terms 1 & 4
- Be aware of students with allergies and do not share food
- Keep all areas of the school clean and tidy
- Use the bathrooms in a responsible and respectful manner

### ***BE READY TO LEARN***

- Be in the right place at the right time
- Come prepared for class, ready to learn
- Respect others' right to learn
- Participate and work to the best of our own ability
- Stay on task
- Cooperate and work collegially with others
- 'Have a go' and ask for help when there is a lack of understanding
- See challenges as a positive and necessary part of learning
- Actively participate in setting and actioning learning goals
- Seek, listen to, accept and give feedback

## **SUPPORT SYSTEMS**

To continually support students' in their endeavour to make positive behaviour choices and adhere to our Whole School Expectations, staff will engage in the following:

### **CREATING A CLASSROOM CULTURE**

Using the Whole School Expectations and our School Rules teachers will work with students at the beginning of each school year to identify expectations specific to that learning space. These should be revisited with the children as a regular practice and as necessary. Learning Space Expectations are to be defined and discussed to meet the needs of each group of students. This model should be enforced by any staff member who has students in this space. Learning Space Expectations and our School Rules are to be visible at the front of each room for easy reference throughout the year.

### **TEACHING AND LEARNING**

Teachers will continually plan and implement the Personal and Social Capabilities within teaching and learning experiences. Whole School Expectations will be referred to in an ongoing fashion, and will be addressed when working through issues with students in order to improve their social and emotional development. We work with students to improve their understanding and skill set. We particularly focus on self and social awareness.

### **PRAISE AND INCENTIVES**

To encourage students to enact positive behaviour choices, praise and incentives may be given to help make behaviours to become intrinsic. Teachers in other areas of the school also acknowledge positive behaviour and share in the recognition of this. Examples of such praise and incentives include:

- Stickers
- Verbal praise
- Rewards
- Certificates
- Positive phone call home/ check in with parents
- Student Choice

### **SUPPORTIVE FEEDBACK**

To encourage students to enact our Whole School Expectations, supportive feedback will be given. Quality feedback is timely, constructive, personalised, targeted, purposeful and directed.

### **STUDENT PROBLEM SOLVING**

We acknowledge that all children need to feel safe and respected. They should feel confident that their concerns will be listened to through use of affective questions with a view to children using them for personal problem solving. We recognise that when students do have altercations with their peers or teachers, then these must be dealt with justly. Our main priority where possible, is to support future positive behaviour choices and repair relationships. To do so, students should be included as part of the problem solving journey, generating and attempting to enact strategies and solutions that may solve their problems.

## STRATEGIES MAY INCLUDE USE OF

- method of 'shared concern' see anti-bullying policy
- group discussions
- guidance in problem solving
- generating solutions
- time to calm down in order to work through emotions  
*(Suggesting a quiet inclusive space within the classroom or yard, Chill Out room or Principal's office for students to think prior to talking through solutions could be encouraged by staff members to allow students time to calm down and be ready to work through their problems)*

We ensure notes of the conversations are taken as a record of support

## AFFECTIVE QUESTIONING

Effective questions are used to guide students in generating solutions to their problems both on the playground and in learning spaces.

### Focus Areas

1. Focus on the specific behaviours or incidents without blaming.
2. Draw out who was affected and how they were affected.
3. Direct questions toward problem solving what needs to happen to make things right.

### Affective questions

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?
9. What support do you need? Who can you go to for support?

Further, we give children the challenge of trying to solve the problem before a given time (check to ensure all parties are satisfied). Expectations that the issue relates to are clearly restated and related to the behaviours displayed (avoid confronting children as it often threatens self-esteem and provokes aggressiveness).

## CONSEQUENCES

At OLA, we employ a whole school approach to positive behaviour support. We acknowledge that it is vital for schools to have a systematic discipline plan to ensure the safety and wellbeing of all in the community. ***Under no circumstances is corporal punishment used at OLA Parish Primary School.*** Students are informed of the School Rules and Whole School Expectations at the beginning of the school year and revisited regularly throughout the year. The students are also informed of the plan of action to be taken if the School Rules are not followed.

Prior to enacting the following steps, it should be noted that teachers may employ strategies such as verbal and nonverbal cues to redirect students back to their learning. We acknowledge that positive reinforcement is the preferred method of preventing inappropriate behaviour choices, however in the event of a student choosing to engage in inappropriate behaviour choices across the school, the following steps may be implemented.

*(Please note that teacher discretion may be used as to the nature of the behaviour and if a more serious incident occurs, a member of the Leadership Team will be called to come and accompany the student to the office area where Step 4 will be carried out.)*

### **STEP 1**

Name inappropriate behaviour in a calm and steady voice, according to School Wide Expectations, remind the child that at OLA we need to engage in the appropriate behaviour (name this).

### **STEP 2**

Name inappropriate behaviour in a calm and steady voice, and remind child that they need to choose to engage in the appropriate school behaviour (be explicit). Continue with statement such as; '*(name), **you need to** (state behaviour) or you can **choose to** make up the time you have wasted at (the next break time)/ spend time off of the yard. What are you going to **choose to** do?'*

### **STEP 3**

If child continues with inappropriate behaviour, redirect the child by moving them to a quiet space, clearly stating in a steady voice;

*'(name) because you chose not to (explicitly state behaviour), you will be asked to sit here (or stay with the teacher if out on the yard) until you can choose to (state explicit behaviour). You have chosen to complete your work (in the next break).'*

At this stage, invite the child to the next learning activity (if inside). The student will then need to complete the work that they missed in the next break in the Principal's Office. If child has still not chosen to engage in appropriate behaviour as per School Wide Expectations for that session (or during the play), then a member of staff will be called in to support the teacher with the student.

### **STEP 4**

If student continues to choose to act inappropriately, the teacher will call for support from a member of the Leadership Team to come into the space in order to (where possible), maintain student participation in the learning or in the play. If this is not appropriate, the student will be accompanied to the office and asked to fill in a Behaviour Support Reflection Form (Think sheet) that is then sent home for a parent signature. At the earliest convenience, a phone call should be made by a member of staff to the parent/guardian to inform them of the incident and that the Behaviour Support Reflection Form should be sent back to school upon sighting and signing by the parent/guardian.

## **IF UNACCEPTABLE BEHAVIOUR CONTINUES THE FOLLOWING MAY TAKE PLACE**

- Behavioural contract negotiated including the removal from playground or learning space
- Individual/group counselling in social skills and/or conflict management
- Restorative Practices including Collaborative Problem Solving or a Formal Restorative Meeting.

A formal re-entry process will occur at any time when a student has been removed from the classroom, playground or school for an extended period of time.

## **CHALLENGING BEHAVIOUR**

At OLA Parish Primary School, we acknowledge that students may present with challenging behaviour. Challenging behaviour can be defined as:

*Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities. (Emerson)*

Student behaviour management in Catholic schools ought to seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

OLA acknowledges:

- That it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation
- That different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care
- Policy or procedures for when it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community.

Students who have ongoing issues with behaviour either in the classroom or on the playground will need individualised support in conjunction with the classroom teacher, wellbeing staff, parents and Principal. At this stage, a Behaviour Support Plan may be introduced. Further support for the student will be accessed from outside agencies in collaboration with parents and CEM personnel.

## **SERIOUS INCIDENT**

- Catholic Education Melbourne 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.

To work with students and families with regards to serious incidents, OLA Parish Primary School will follow the Catholic Education Melbourne Pastoral Care of Students Policy 2.26. This document can be accessed via the school principal or online at [www.cem.catholic.edu.au](http://www.cem.catholic.edu.au).

## **USE OF RESTRAINT AND/OR SECLUSION**

Every effort should be made to prevent the need for the use of restraint or seclusion. While this section outlines the limited circumstances in which restraint or seclusion may be appropriate, it is important to remember that prevention is the best strategy. In making a decision that any form of restraint or seclusion is required, staff should be aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member. Three conditions Restraint and seclusion must not be used except in an emergency situation that satisfies the following three conditions:

1. The student's behaviour poses an imminent threat of physical harm or danger
2. The action is reasonable in all the circumstances
3. There is no less restrictive means of responding in the circumstances.

1. **Imminent threat of physical harm.** The first condition is that the student's behaviour must pose an imminent threat of physical harm or danger to the student or to others. A verbal threat from a student would not usually be sufficient to meet this condition unless there is an associated risk of imminent harm. For example, the first condition would be satisfied where a student is threatening to hit someone with a cricket bat and is holding the cricket bat. Where a student is making verbal threats but the staff member does not believe there is a risk of imminent harm, the staff member should still take appropriate action but this should not include restraint or seclusion. The physical harm or danger must be to the student (i.e. self-harm) or to another person (e.g. staff or another student). Damage to property alone is not sufficient to meet this condition. For example, if a student is graffitiing a classroom, the first condition is not satisfied. However, if a student is breaking windows and putting nearby students at risk of imminent harm from the broken glass, the first condition may be satisfied.

2. **Reasonable in the circumstances.** The second condition is that it must be reasonable in all the circumstances to restrain or seclude the student. 'Reasonable' is taken to mean proportionate and necessary. Staff should consider whether the restraint/seclusion is proportionate to the harm it is intended to prevent. For example, it may be considered reasonable to restrain a student in response to an imminent attack with a cricket bat, but it would generally be considered unreasonable and not justified to restrain a student in response to low-level pushing. What is considered reasonable depends on the individual circumstances of each case and is a matter for professional judgment. When making the decision as to whether restraint or seclusion is reasonable, staff need to take account of all the circumstances, including:

- the student's age, grade and developmental level
- the student's physical presentation – weight and stature
- the relevance of any disability, impairment (including psychological conditions) or medical condition
- the mental state of the student
- the anticipated response of the student
- the impact of the restraint on the relationship with the student
- the environment in which restraint/seclusion is taking place, including any specific hazards
- the form of restraint/seclusion that would be appropriate.

3. **No less restrictive means of responding.** The third condition is that there must be no less restrictive means of responding to the student's behaviour in the circumstances. This means that restraint or seclusion must be used only as a last resort, when all less-restrictive alternatives have been exhausted. This does not mean that the staff member must have tried every other available alternative, but that they have considered the options and judged that the alternatives were less likely to succeed in the circumstances. For example, this condition would not be satisfied if, instead

of restraint, a verbal direction would have sufficed to prevent the imminent harm. In the event that restraint or seclusion is used, the least restrictive form of restraint/seclusion must be used for the minimum time possible. The restraint/seclusion should cease as soon as the immediate danger for the student or others is averted. For example, the third condition would be satisfied where a teacher grabs a student's arm to prevent them running in front of a car and releases the student's arm once the danger has passed. If, in the same circumstances, the teacher tackled the student to the ground and held them there for five minutes, the third condition is unlikely to be met.

## **Incident Management**

The processes that apply for managing serious incidents more generally should be invoked in any situation involving restraint or seclusion (see 'Incident Management' page 26 and 'Post incident Checklist for Principals' page 57). Such processes should be documented in the school's Emergency Management Plan and Behaviour Support Policy. The number one priority when managing such an incident should be the safety of all concerned. Staff involved in an incident of restraint or seclusion must immediately notify the principal. As with any serious incident, the principal must contact the student's parents as soon as possible following any incident of restraint or seclusion. The principal is advised to document that the parents have been notified. Depending on the circumstances, the principal may also need to contact other parents.

Post-incident support Incidents involving restraint or seclusion are often particularly traumatic or stressful for those involved. The principal should consider the wellbeing of all staff and students following the incident, and the need for any additional support:

- For the student who was restrained or secluded, this may include counselling, discussions in the PSG or participation in the review of their BSP.
- For staff, this may include debriefing in relation to the incident, access to the EAP, counselling or professional development.

## **EVALUATION**

This Policy is evaluated and reviewed as part of the School Improvement Plan on an ongoing basis by staff members, Leadership and the Student Wellbeing Leader.

*All students attending Our Lady of the Assumption Parish Primary School have the right to feel safe and be safe.*

*The highest possible standard of care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school community.*

## **APPENDIX 1**

### **Pastoral Care of Students Policy 2.26 (Catholic Education Melbourne)**

#### **SERIOUS INCIDENTS**

When it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the school community, it is recommended that a Behaviour Management Support Group be set up to:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the school's stated processes is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- ensure that decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

In arriving at decisions, the Behaviour Management Support Group aims for consensus. Where this is not achievable, the Principal (or Principal's nominee) makes the decision, in accordance with school policies and directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be honoured at all times.

#### **A SUGGESTED MEMBERSHIP IS**

- the Principal or his/her nominee as convenor and chairperson
- the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student
- the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)
- the class teacher (primary) or the teacher nominated as having responsibility for the student
- a specialist person (as required) who may be of assistance, for example, the student Wellbeing Leader, CEM personnel, the Student Counsellor or the Parish Priest

In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group. Responsibility for such a decision rests with the principal or the principal's nominee.

#### **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.

It is recommended that school processes for the withdrawal of the student from some aspect(s) of the school program are structured positively to assist in the student's return to acceptable behaviours. An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose is recommended.

#### **OUT-OF-SCHOOL SUSPENSION**

If out-of-school suspension is judged appropriate by the school, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the school ought notify the student's parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication ought to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

It is also recommended that the parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:

- the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
- the school's responsibility for providing learning material during the time of suspension
- the process of settling back into the school environment and how this is to be facilitated
- arrangements for monitoring the student's progress following his/her return to school.

If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the school authority, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

Catholic Education Melbourne expects that a student shall not be suspended for a total of more than nine school days in any one school year.

### **NEGOTIATED TRANSFER**

Negotiated Transfer involves a change of school by a student either between Catholic schools, or to a school within another sector, or to an alternative educational setting. In the case of students who are of post-compulsory school age, a wider range of options might be considered, for example, a negotiated transfer, either temporary or permanent, to the workforce, or to a higher education or training institute.

Negotiated Transfer is an option in circumstances in which it is judged that the student's present school is not the right environment for the student, and that 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 wellbeing. It may also be that, due to serious behavioural issues, a student's Negotiated Transfer is an appropriate means of providing for the wellbeing of the school community.

When Negotiated Transfer is being offered, the Principal (or Principal's nominee) ought provide comprehensive advice to the student and the student's parents about the benefits this option would provide, and seek their agreement for a Negotiated Transfer.

Responsibility for negotiating a transfer is with the Principal (or Principal's nominee) of the school from which the student is to transfer. The following matters need to be considered:

- the environment which would best provide for the student's emotional, social and spiritual needs
- the school which would provide an educational program suitable to the student's needs, abilities and aspirations
- the process by which the transfer is to be negotiated
- the support required by the student and parent(s)/guardian(s) in making the transition.

These and other relevant matters ought be included in the formal record of Negotiated Transfer. If a Negotiated Transfer is desired but cannot be arranged, the Executive Director of Catholic Education Melbourne is to be informed in writing, and assistance requested. If a Negotiated Transfer is still unable to be achieved, the student is to remain enrolled at their current school, unless the circumstances are such as to require expulsion.

## **EXPULSION**

It is an expectation of Catholic Education Melbourne that expulsion of a student from a Catholic school in the Archdiocese of Melbourne will not occur except in the most serious of circumstances, and when the following conditions all apply:

- the student has engaged in wrongful behaviour of a serious nature (see definition above)
- the school's other processes for addressing such behaviours have been applied and not been successful
- the welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community.

Only the principal has the authority to expel a student. Catholic Education Melbourne expects that, prior to confirming an expulsion, the principal will:

- explain clearly to the student and the student's parent(s)/guardian(s) the reason(s) for the intended expulsion and provide them with an opportunity to speak on behalf of the student
- in parish schools, provide to the Parish Priest, formal written notification of the intended expulsion and the reasons for it and seek endorsement. In addition, provide to the Executive Director of Catholic Education Melbourne formal written notification of the intended expulsion, and the reasons for it, and request that the Executive Director endorse the Principal's decision

Should the decision to expel the student be confirmed, the Principal must ensure that the expulsion is formally recorded in the school's files, and provide to the parent(s)/guardian(s) of the expelled student a formal Notice of Expulsion. When possible, this notice is to be issued before or on the day the expulsion is to commence and if that is not possible then as soon after that as possible. This notice needs to include:

- The reason(s) for the expulsion
- The commencement date of the expulsion
- Details of the Review and/or Appeal processes available\*

\*Natural justice must apply, and consequently there ought to be available in every school a formally authorised process by which parent(s)/guardian(s) of an expelled student, and in some circumstances the expelled student himself/herself, may have the expulsion decision reviewed and/or appealed.

## **PROCESS FOR REVIEW OF AN EXPULSION DECISION**

The parent(s)/guardian(s) of a student expelled from a Catholic school may, within five school days (in exceptional circumstances, ten school days) of receipt of the notice of expulsion, formally request of the Principal that the decision be reviewed. If the student is living independently from their parent(s)/guardian(s), the student also has this right. The request must be in writing unless that is not possible, and must state the grounds on which the Review is being sought, whether the student and parent(s)/guardian(s) wish to be heard in person, and if they wish to be accompanied at the Review by another person – such a person to be named, and not acting for fee or reward.

## **VALID GROUNDS FOR REQUEST A REVIEW ARE**

- proper procedures were not followed by the school in matters related to the expulsion decision and/or that
- the full details of the case were not considered at the time (additional details to be provided) and/or that
- the decision was too severe and/or that
- the decision was unjust.

An Expulsion Review Panel, convened by the principal, will hold the review, within five school days if possible. Membership of the panel will be the principal as non-voting chair and three persons nominated by the principal, who were not involved in the original decision and who have school leadership responsibility. The panel will consider the details of the case and after giving the student and parent(s)/guardian(s) the opportunity to be heard on the grounds

of review, determine by majority vote a recommendation to the principal as to whether the expulsion should remain or be repealed.

Having considered the recommendation, the principal will make a decision and within three school days will formally notify this decision to the person(s) who requested the review, to the Executive Director of Catholic Education and if a Congregation-owned school, to the relevant Congregational authority.

**PROCESS FOR APPEAL AGAINST AN EXPULSION REVIEW DECISION**

After the Review Process has been concluded, if the expulsion decision is still in place the parent(s)/guardian(s) may appeal against that decision. The parent(s)/guardian(s) may, within five school days (in exceptional circumstances, ten school days) of receipt of the Review decision, lodge a formal Appeal. When a student is living independently from their parent(s)/guardian(s), the student also has the right of appeal.

**VALID GROUNDS FOR REQUESTING AN APPEAL ARE:**

- proper procedures were not followed in the Review process and/or that
- the decision to continue the expulsion was unjust.

The Appeal must be in writing to the Executive Director of Catholic Education. Upon receipt of an Appeal notice, this authority will appoint an officer to investigate the Appeal. When the investigation has been completed, the Officer will deliver their findings to the Executive Director of Catholic Education or Congregational authority who will formally notify the Principal and the person(s) who made the Appeal. If the grounds on which the Appeal was made are found to be true, the expulsion must be repealed. Otherwise, the expulsion will remain.

Following receipt of these findings, the Principal will formally notify all parties to the Appeal as to whether the expulsion decision remains or is repealed and the reason(s) for the decision. This decision will be final and is not subject to further Review or Appeal within the Catholic Education system.

## **APPENDIX 2**

### **Our School Rules**

#### **OLA Parish Primary School - Cheltenham**

*OLA Parish Primary School strives to form quality partnerships  
with school families to support the academic, physical, social and emotional and  
spiritual learning of all students in a safe and secure environment,  
both in and outside of the school grounds.*

#### **VISION**

We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the spirit of Jesus.

#### **PURPOSE**

The purpose of our School Rules is to establish clear expectations for what is acceptable behaviour.

#### **SCOPE**

These School Rules apply to all students attending OLA Parish Primary School.

#### **SCHOOL RULES**

- Follow directions
- Keep hands, feet and objects to yourself
- Respect other peoples' property
- Speak nicely and use your manners
- Be a good listener

**VS**

- Follow directions
- Keep hands, feet and objects to yourself
- Speak respectfully
- Move carefully around the school
- Take care of school property

#### **CONSEQUENCES**

- Warning
- Second warning – repeat the expectation
- Third warning – time away from the class and the teacher within the classroom
- Fourth warning – time away in another classroom
- Behaviour Support Reflection Form completed, sent home and signed by child teacher, parents/guardian and principal
- Phone call to parents,
- If challenging behaviour continues or a serious incident takes place then a Behaviour Management Support Group is established to determine if the behaviour deems an in-school withdrawal and out of school suspension, negotiated transfer or expulsion.

#### **DATE OF RATIFICATION**

TBC 2020

**DATE OF REVIEW**

2020

**Appendix 3**

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

**OLA Behaviour Support Reflection Form**

<p>What happened? How did it happen?</p>	<p>How did you act in this situation?</p>
<p>Who was affected by my behaviour? How were they affected? How were you affected?</p>	<p>What needs to happen to make things right?</p> <p>Discuss: If the same situation happens again, how could you behave differently?</p>

**Student's Signature:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_

**(If applicable)**

**Principal's Signature:** \_\_\_\_\_

Dear Parent/Guardian

To assist in the partnership between school and home we ask that you discuss this reflection form with your child, sign and return the form to the school tomorrow.

Thank you. Richard Jacques

## ABC Behaviour Record

Student's name \_\_\_\_\_

Class \_\_\_\_\_

Date/Time	<b>Setting</b> <b>What were the setting conditions?</b> External eg staff changes, family issues, social issues Environmental eg wet day program Internal eg tired, unwell, hungry	<b>Antecedent</b> <b>What happened just before the behaviour?</b> What interactions/event occurred immediately prior to the behaviour? What was the student asked to do? How did the environment change?	<b>Behaviour</b> <b>Describe the behaviour in <u>observable and measurable</u> terms.</b> What did the student say or do? For how long? At what intensity?	<b>Consequence</b> <b>What happens <u>after</u> or as a result of the behaviour?</b> How did others react (eg teacher/LSO/peers)? What did they say or do? What did the student do then?

