

St Augustine's Primary School	System Update: 28.10. 2019
Version 0.1	Date of Next Review: 28. 10. 2023



## Behaviour Management Policy

We aim to produce self-control, orderliness, obedience and a capacity for co-operation in children so that the dignity and self-respect of all persons is guaranteed. Its effect creates a sense of balance and harmony for all persons. St. Augustine's student management is based on the Assertive Discipline approach. This means that as teachers we are assertive and consistent about the way we expect our students to behave. For this reason our school rules and procedures are the same school wide.

Our School Rules are as follows:

1. ***Follow instructions***
2. ***Hands off***
3. ***Listen to the speaker without interrupting***
4. ***Speak appropriately***
5. ***Move safely at all times***
6. ***Look after all property***

These should be displayed prominently in the classroom and reinforced regularly with the students. Rules work best when there is consistency between teachers. Follow up on unacceptable behaviour at all times.

The following is the procedure should be followed for inappropriate behaviour:

**Step 1:** Warning

**Step 2:** 2<sup>nd</sup> Warning

**Step 3:** Time Out

**Step 4:** Exit to another classroom to complete a Student Behaviour Sheet

**Step 5:** Used for severe inappropriate behaviour.

Student is exited to Principal or Deputy Principal  
**Corporal punishment is not permitted at St. Augustine's.**

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**Behaviour sheets:** Serious incidents of inappropriate behaviour result in the student being exited from the classroom or playground situation. This behaviour is discussed in order for the student to take responsibility for his/her actions. The student is then given a Student Behaviour Sheet to complete and take home where parents are expected to sign and return it where it is filed. The sheet is **NOT** designed to punish the child, but rather to help them own the behaviour and take responsibility for rectifying it. The child needs to specify the behaviour expectation they did not meet and name an action that they can take in order to follow our school rules in the future. The sheet gives parents/families an opportunity to talk about the specific behaviour and any actions that can be taken to ensure that the specific behaviour does not re-occur.

Student Behaviour Sheets are kept on the wall in the staffroom

**Time Out:** This is an appropriate discipline strategy that allows a student to calm down and think about their action before rejoining an activity or game. A record should be kept of consistent offenders and when appropriate parents should be informed of chronic problems. Any child in “time out” must be in sight of a teacher.

No child should be placed on time out in the playground to do class work.

**Cornerstone Behaviours:** These are targeted behaviours that are expected of **all** students. They are as follows:

**Manners** Maintain eye contact with the person you are speaking to Use the person's name when speaking to them Use words such as please, thank you, and excuse me

**Active listening** Look at the person who is speaking Do not interrupt Raise your hand and wait your turn Reflect on what has been spoken about before you comment

**Movement** Walk slowly and safely through all learning areas. Use an inside voice inside the school. Keep to the left.

**Learning** Be prepared with all materials ready to learn. Sharpen pencils at appropriate time. Rule margins with date and name.

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## Behaviour Management Plans

At St Augustine's we follow the recommended process for addressing individual students' behaviour management needs and assisting in their growth in responsible behaviours by using the Behaviour Management Plan outlined in the revised CECV Policy 1.14, Pastoral Care of Students in Catholic Schools. This is an agreement reached formally between the school, a student, and the student's parent(s)/guardian(s), (supported by authoritative advice, if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student and its management.

The following need to be considered and written into such a plan:

- the positive, formative purpose of the plan
- duration of the plan
- expectations regarding the student's future behaviour
- means by which the student will be supported in achieving this behaviour
- means by which the student's behaviour will be monitored and managed
- circumstances which could require the plan to be amended or reviewed (eg medical or mental health advice)
- arrangements to apply following a satisfactory conclusion of the plan
- arrangements to apply if the student's behaviour is not in accord with the plan's stated expectations

Behaviour Management Plans are to be recorded in writing, signed by the parties involved, and dated.

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## **In-school Withdrawal**

Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is to be done in-school rather than out-of-school, as to maintain a student's connectedness and engagement with the school. School processes for the withdrawal of the student from some aspect(s) of the school program are to be structured positively to assist in the student's return to acceptable behaviours.

## **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.

Parent(s)/guardian(s) are to 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.

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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.

*In keeping with the CEOM guidelines a student shall not be suspended for a total of more than nine school days in any one school year.*

### **Student Wrongful Behaviour of a Serious Nature**

The CEOM 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.

Some wrongful behaviours of a serious nature are by definition criminal offences.

These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When the principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) is paramount. The incident will be reported to the police at the earliest opportunity.

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When it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the school community, a **Behaviour Management Support Group** is to 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) will make 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 will 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 (e.g. year level co-ordinator, secondary)
- a specialist person (as required) who may be of assistance, for example, the student counsellor the parish priest or administrator (primary school – optional)

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.

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**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 (and, in the case of a Congregation-owned school, the relevant designated authority) 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.

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**Expulsion** It is an expectation of the CEOM 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), and
- the school's other processes for addressing such behaviours have been applied and not been successful, and
- 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. The CEOM 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 or regional schools, provide to the parish priest / canonical administrator as appropriate, 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 formal written notification of the intended expulsion, and the reasons for it, and request that the Executive Director endorse the principal's decision
- in Congregation-owned schools, follow the required endorsement processes of that body.

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 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.

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**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 requesting a Review are that:

- 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.

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Valid grounds for requesting an Appeal are that

- 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 or, in the case of Congregation-owned school, to the relevant designated Congregational authority. 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.