BEHAVIOUR SUPPORT POLICY
PROMOTING SAFETY AND POSITIVE BEHAVIOUR FOR LEARNING FOR CATHOLIC SCHOOLS BROKEN Bay (CSBB)

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CATHOLIC SCHOOLS BROKEN BAY

Caroline Chisholm Centre Building 2, 423 Pennant Hills Road, Pennant Hills, NSW 2120 | PO BOX 967 Pennant Hills NSW 1715
02 9847 0000 | csodbb.catholic.edu.au | cso@dbb.catholic.edu.au

1.   PURPOSE

All students, their families and employees within Catholic Schools Broken Bay (CSBB), have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships.

This policy is intended to inform system and school based guidelines and procedures for positive behaviour education and management. It should be read within the context of the CSBB Pastoral Care Policy. Each school will develop school based Behaviour Support Guidelines that promote a safe and supportive learning environment, which optimises student learning and wellbeing.

CSBB strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. The creation of such an environment where people recognise and observe their mutual rights and duties, provides opportunities to build an inclusive and connected school community. CSBB, share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist all students to make a "conscious choice of living a responsible and coherent way of life" [1]

2.   CONTEXT

- Each person is created in the image and likeness of God and therefore the dignity and integral growth of the whole person is to be respected.

- The quality of relationships in a Catholic school community, should be fair and just, and respect the dignity, rights and fundamental freedoms of individuals.

- Schools and their communities work together to provide an environment, which is inclusive, safe and secure, and free from bullying, harassment, intimidation and victimisation.

- When parents enrol their children at a Catholic systemic school they enter into a collaborative partnership with the school.

- Pastoral and restorative principles and practices that reflect gospel values and Catholic social teaching, influence a school's response to promoting positive relationships and responding to students with challenging behaviour. Corporal punishment is prohibited in all DSS schools.

- Whole school positive behaviour systems of support are evidence based strategies for building a positive, safe school culture which enhances teaching and learning for all students.

- This policy is to be implemented consistent with DSS Work Health and Safety (WHS) Policy obligations and the Disability Standards for Education (2005), to ensure a safe and healthy environment for staff, students and visitors. foot

NOTE: The term 'parent' or 'parents' includes any person or persons having the custody or care of a child.

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[1] The Catholic School – The Sacred Congregation for Catholic Education 1977, n49.

3. CONTENT

3.1 Definitions

The aim of this behaviour support policy is to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. Behaviour can be defined as:

• Behaviour: anything a person says or does.

• Appropriate Behaviour: any behaviour that contributes to a safe and positive learning environment.

• Challenging Behaviour: any behaviour that significantly impacts on the day to day functioning of schools. It impacts on learning and interrupts students' and staff's capacity to function in a safe and orderly environment.

• At Risk Behaviour: any behaviour that can cause possible harm or injury to self or others. This includes physical, social, emotional or psychological harm.

3.2 Duty of Care

Every teacher and school authority have a duty of care to take reasonable measures to protect students from risks of harm that are reasonably foreseeable.

3.3 Positive Behaviour Approaches

Positive behaviour systems of support are evidence based strategies for building an inclusive and collaborative school culture, which optimises teaching and learning opportunities and the overall success for all students. A whole school approach to positive behaviour creates a climate where positive behaviour is taught and reinforced, and prevention approaches are emphasised. It includes a multi-tiered system approach to provide services and interventions for students, at increasing levels of intensity, based on student needs. This multi-level prevention system aims to maximise student achievement, promote positive classroom interactions and reduce behavioural problems. It is informed by the Positive Behavioural Interventions and Support (PBIS) Framework (also known in the Diocese of Broken Bay as Positive Behaviour for Learning – PBL).

3.4 School Behaviour Support Guidelines

In response to this policy, each school will develop and implement Behaviour Support Guidelines for their local context, based on Catholic social teaching, social competencies, and positive relationships.

3.5 Child Protection

In matters involving child protection issues, Principals should refer to CSBB Child Protection Policies and be guided by advice provided by the CSBB Child Protection Team, Family and Community Services and the NSW Police.

3.6 Restrictive practices

Teachers in CSBB have a duty of care and responsibility to all students and any action should reflect maximum respect for the student's autonomy and their individual rights. In this light, it is the responsibility of educators to consider positive behaviour approaches that reduce the need for restrictive practices.

Restrictive practices include practices or interventions that have the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. Restrictive practices in school settings can include time-out strategies/spaces, in–school withdrawal of students, physical restraint and seclusion. Procedures related to restrictive practices apply not only to students exhibiting complex challenging and/or at risk behaviour, but also for students who have a 'one off episode' of complex challenging and/or at risk behaviour.

3.6.1 Time-out practices

Time-out is a behavioural intervention in which a student is separated temporarily from a rewarding environment as part of a planned and therapeutic response to modify behaviour. Time-out practices can include isolation in the student's classroom, another teacher's room or with an executive member of staff, or the use of a dedicated time-out space/room. It is used as a proactive strategy to support students to self-regulate and de-escalate their behaviour and provide an opportunity to reflect and learn new skills. The use of time-out can be either teacher-directed or self-directed and takes place in a setting that is not locked. Every student has the right to feel safe and strategies to prevent crises including, providing access to a quiet space, and providing students with opportunities to move from a stressful environment to a 'safe space' Time-out strategy must be supervised at all times.

3.6.2 In-School Withdrawal

In-school withdrawal can include the temporary withdrawal of a student from class, the playground and/or other school activities. It is considered a strategy to assist students to reflect on their actions, to learn new skills, and to self-regulate their behaviour. It is recommended that school processes for the withdrawal of a student from some aspect(s) of the school program are structured positively to assist in the student's return to acceptable behaviour.

3.6.3 Seclusion

Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving (either practically or in their perception). This includes situations where the person believes he/she cannot or should not leave an area without permission. As with restraint, seclusion should only be applied when all other less restrictive interventions have been attempted and where the danger of harm to the student and/or others is imminent. If a student is placed in a separate room or space, supervision must be maintained to ensure the school meets its duty of care obligations. Rooms or spaces designed specifically for the purpose of seclusion are not permitted in CSBB schools.

3.6.4 Physical Restraint

The use of physical restraint should only be exercised in an emergency or occur where there is an immediate risk of injury to persons, including the student, or an immediate risk of serious damage to property. Physical restraint is used to prevent, restrict or subdue movement of that person's body or part of their body, for the primary purpose of behavioural control. Physical restraint may only be used when there is no reasonable alternative to avoid the danger.

3.7 Confiscation of student property

Principals have the authority to maintain discipline in schools and provide safe, supportive and responsive learning environments for both students and staff. To give effect to this authority, if any property or item is being used inappropriately by a student, Principals and staff have the power of confiscation. Staff can confiscate the personal property or item if it is being used inappropriately by the student. "Inappropriate use" will include being used in a way that is:

- Contrary to any applicable school rules/codes of conduct,
- Disruptive to the school's learning environment,
- A risk to the safety or wellbeing of students, staff or other people,
- Contrary to any reasonable direction given by school staff about the use of the item,
- Illegal or otherwise of a nature that causes significant concern for staff.

4. ROLES AND RESPONSIBILITIES

4.1. Principals

Principals have a responsibility to:

- ensure a safe, supportive and secure learning environment for students and staff.
- implement the CSBB Behaviour Support Policy and develop and monitor school based Behaviour Support Guidelines.
- review and evaluate the school's Behaviour Support Guidelines at least every three years.
- provide staff training and development opportunities in behaviour management, as required.
- ensure that students receive instruction on the school's behavioural expectations and procedures for managing behaviour.
- ensure records of behaviour incidents are kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour.
- provide access to the CSBB Behaviour Support Policy and school based Behaviour Support Guidelines for the families of children enrolled at the school, that includes an outline of the school's behavioural expectations or discipline code.
- ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school, are managed in accordance with procedures outlined in this policy.

4.2 Teachers

Teachers have a responsibility to:

- implement the CSBB Behaviour Support Policy and school based Behaviour Support Guidelines.
- respect and support students.
- model appropriate respectful behaviour.
- use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing.

4.3 Students

Students have a responsibility to:

- follow the code of behavioural expectations (school rules).
- show respect for teachers, fellow students, staff and school visitors, and not engage in any form of harassment, victimisation or intimidation.
- report incidents of inappropriate/challenging/or at-risk behaviour to teachers or the school counsellor.
- seek help and support when required.

4.4 Parents

Parents have a responsibility to:

- support the CSBB Behaviour Support Policy and Sustaining Strong Catholic School Communities Policy and school based Behaviour Support Guidelines.
- treat all members of the school community with dignity and respect.
- support their children to adopt positive pro-social behaviours (inclusive of online behaviour).
- work collaboratively with the school to resolve behaviour matters.

4.5 Catholic Schools Broken Bay (CSBB)

The CSBB as a whole has a responsibility to:

- support schools to implement the CSBB Behaviour Support Policy and school-based Behaviour Support Guidelines.
- provide support to Principals in the management of challenging or at-risk behaviour.
- monitor the implementation of this policy through the compliance, management and assurance process.

5. RESPONSES TO SERIOUS BREACHES OF STUDENT BEHAVIOUR - SUSPENSION, TRANSFER, EXPULSION AND EXCLUSION

5.1   Principals are required to confer with their School's Consultant for matters relating to suspension, transfer, expulsion and exclusion. The processes of suspension, transfer, expulsion and exclusion are regarded as serious consequences that can be applied by the Principal, the School's Consultant or Director of Schools to support the safety and 'good order' of the school community for which they are responsible.

Every intervention applied under this policy requires an appropriate level of discernment and reflection, with careful consideration of the facts and circumstances of the situation such as; age, individual needs, disability, and the developmental level of students (i.e. educational, physical, social and emotional needs).

5.2 Serious breaches of student behaviour

Serious breaches of student behaviour can include:

- consistent and deliberate failure to comply with the reasonable directions of a Principal or staff member;
- consistent and deliberate interference with the educational opportunities and endeavours of other students;
- repeated breaches of school behavioural expectations;
- aggressive behaviour;
- physical violence;
- significant damage to school property;
- use of or in possession of a prohibited weapon, firearm or knife;
- possession, supply or use of a suspected illegal substance, restricted substances (refer to the CSBB Drugs in Schools Management Policy);
- cyber-safety matters such as cyber-bullying, sexting and pornography;
- anti-social and extremist behaviour;
- serious criminal behaviour.

5.3   Responses to serious breaches of student behaviour

Procedures in response to serious breaches of student behaviour may include:

- **Suspension** - is the temporary withdrawal from attendance at school, on the authority of the Principal.
- **Negotiated transfer** – is when it is agreed that the student should transfer to another systemic, independent or government school, on the authority of the School's Consultant.
- **Expulsion** - is the total withdrawal of a student's right of attendance at the school, on the authority of the Director of Schools.
- **Exclusion** – prevents a student's enrolment in a CSBB school, on the authority of the Director of Schools.

5.4 Suspension

In determining whether a student's behaviour is serious enough to warrant a suspension, the Principal will consider:

- the safety of students and staff;
- the merits and circumstances of the particular case;
- factors such as the age, individual needs, disability and developmental level of students.

Suspension is a process/intervention for managing inappropriate behaviour, within the context of CSBB Pastoral Care and Behaviour Support policies and related school guidelines. It allows time for the student to reflect on their behaviour and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. In some cases suspension from school allows the school time to put measures in place for the safety of students and staff. The school will work with parents with a view to assisting a suspended student to re-join the school community in a timely manner, through a return to school meeting. The return to school meeting will discuss support interventions, expectations, and outline adjustments that will be implemented to maximise the student's engagement in learning and school life. The return to school process may include the development or review of a Behaviour Support Plan or Risk Management Plan or asking the student to explore ways in which they can rebuild trust from the community and restore right relationships with students/staff.

When considering a suspension of an Aboriginal or Torres Strait Islander student, a Principal should consult with the CSBB Aboriginal Education Officer or school based Aboriginal Education Workers (AEW's). They can support the school and the family to find the best outcome for the student and may connect the school and family to any external resources to assist.

5.5 Negotiated Transfer

Negotiated transfer involves a change of school by a student either between Catholic systemic 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. The School's Consultant in consultation with the Principal, has the delegated authority to approve a negotiated transfer.

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 may better meet the student's current and future wellbeing and learning needs. It may also be that, due to serious behavioural issues, a student's negotiated transfer is an appropriate means of providing for the safety and wellbeing of the school community.

5.6 Expulsion

Expulsion is the total withdrawal of a student's right of attendance at the school, under the authority of the Director of Schools. It involves the termination of the contract entered into by the school and the parents at enrolment. Students expelled from a particular school may not re-enrol in that school without the approval of the Director of Schools.

Expulsion of a student occurs in serious circumstances such as:

- the student has engaged in wrongful behaviour of a serious nature (refer to 5.2 Serious Breaches), or
- 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.

5.7 Exclusion

Exclusion (following expulsion) prevents a student's enrolment in systemic Catholic schools in CSBB. Only the Director of Schools has the authority to exclude a student. Students expelled and excluded from the system of schools may not re-enrol without the approval of the Director of Schools.

5.8 Procedural fairness

In the circumstance of a serious behaviour breach, the Principal is primarily responsible for procedural fairness, and ensuring that records of incidents are documented. Procedural fairness is generally recognised as having two essential elements: the right to be heard, and the right of a person to a fair and impartial decision.

5.9 Complaints and Review of Decisions

Complaints will be managed according to the CSBB Complaints Handling Policy. Complaints can be directed to the school Principal or School's Consultant and/or the Catholic Schools Office Diocese of Broken Bay (02) 9847 0000.

6. RELATED LEGISLATION, POLICIES AND GUIDELINES

Legislation:

- Education Act 1990
- The Disability Discrimination Act 1992 (Cth)
- The Disability Standards for Education 2005
- Work Health and Safety Act 2011
- Civil Liability Act 2002
- Ombudsman Act 1974
- Children and Young Persons (Care and Protection) Act 1998
- The Commonwealth Privacy Act 1988 (Cth)

CSBB Policies & Guidelines/Support Documents:

- Behaviour Support Guidelines
- Pastoral Care Policy
- Pastoral Care Framework for Learning
- Anti-Harassment Policy
- Anti-Bullying Policy
- Child Protection - Managing Risk of Significant Harm and Wellbeing Concerns Policy
- Child Protection - Addressing Allegations of Inappropriate Behaviour by Staff Policy
- Child Protection - Working with Children Check Policy
- Acceptable Use Policy for Internet/Intranet & Network Services
- Work, Health and Safety Policy
- Drugs in Schools Policy
- Enrolment Policy
- Cyber-safety Guidelines
- Complaints Handling Policy

- Guide for Managing Critical Incidents in Schools
- Sustaining Strong Catholic School Communities Policy
- Family Law Matters

- **Other**

- NSW Department of Education and Communities (2012) Legal Bulletin No. 9 - Physical restraint of students.
- NSW Department of Education and Communities (April 2015) Legal Bulletin No. 56 - Confiscation of student property.

7.   SUPPORT DOCUMENTS

- National Safe Schools Framework
- Bullying. No Way!
- Cybersmart website
- Student Wellbeing Hub
- National Centre Against Bullying
- Positive Behaviour Intervention Support (PBIS)
- PBIS World
- CASEL Social and Emotional Learning
- Australian Curriculum Personal and Social Capability

8.   POLICY REVIEW

The policy is to be reviewed periodically and not less frequently than once every five years from the date of the last review.

9.   POLICY DATED

Policy date of completion of formulation and adoption	August 2005
Date of current edition of policy	November 2017
Date of next review	November 2022

Authorised by Peter Hamill Director of Schools