



# STUDENT BEHAVIOUR FRAMEWORK

24<sup>th</sup> March 2021



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# FRAMEWORK

## Student Behaviour

24<sup>th</sup> March 2021

### 1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

### 2. Introduction

**Sandhurst Catholic Schools** offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

Parents and guardians, as the first educators of their children, enter into a partnership with CES Limited to promote and support their child's education. Parents and guardians have a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children. As the governing authority of Sandhurst Catholic Schools, CES Limited honours this duty through striving to provide Catholic schooling for all those seeking this for their children and who are willing to support the values and purposes of CES Limited.

All Sandhurst Catholic Schools must ensure the policies and procedures that are implemented at school level are consistent with this CES Limited Student Behaviour Framework.

### 3. Definitions

<b>At Risk behaviour</b>	Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.
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<b>Behaviour</b>	A student's learned actions, identified in a school's expected behaviour that contribute to the student's growth and development.
<b>Behaviour of concern (BOC)</b>	<p>May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation.</p> <p>Is anything a person does or says which is likely to limit or deny access to regular school routines and activities.</p> <p>Is anything a person does or says which causes stress, worry, risk, of or actual harm to others.</p> <p>Is anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.</p> <p>Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.</p>
<b>Behaviour support</b>	The educational support a student receives from the schools in order to learn and maintain identified behaviour.
<b>Bullying</b>	A broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.
<b>CECV</b>	Catholic Education Commission of Victoria
<b>CES Limited Office</b>	Catholic Education Sandhurst Office is the leadership and management arm of CES Limited
<b>CES Limited</b>	Catholic Education Sandhurst Limited, the owner and operator of Sandhurst Catholic schools
<b>CES Limited Board</b>	The Board of Catholic Education Sandhurst Limited (CES) Limited
<b>Charter of Human Rights</b>	<i>Charter of Human Rights and Responsibilities Act 2006 (Vic)</i>
<b>Child Wellbeing and Safety Act</b>	<i>Child Wellbeing and Safety Act 2005 (Vic.)</i>
<b>Disability Discrimination Act</b>	<i>Disability Discrimination Act 1992 (Cth)</i>
<b>Disability Standards for Education</b>	<i>Disability Standards for Education 2005 (Cth)</i>

<b>ETR Act</b>	<i>Education and Training Reform Act 2007 (Vic)</i>
<b>ETR Regulations</b>	Education and Training Reform Regulations 2017 (Vic)
<b>Equal Opportunity Act</b>	<i>Equal Opportunity Act 2010 (Vic.)</i>
<b>Executive Director</b>	The person holding the position of Executive Director of Catholic Education in CES
<b>Expected behaviour</b>	Behaving in a manner that is <i>suitable</i> for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.
<b>Guidelines</b>	Recommendations and guidance to support the implementation of this Board approved Framework and related Policies, which may be developed and approved by the Principal of a Sandhurst Catholic School for operation in a particular School in accordance with this Framework.
<b>Occupational Health and Safety Act</b>	<i>Occupational Health and Safety Act 2004 (Vic.)</i>
<b>Privacy Act</b>	<i>Privacy Act 1988 (Cth.)</i>
<b>Policy</b>	A high-level principles-based directive by the Board that must be complied with by each Sandhurst Catholic school as detailed in this Framework.
<b>Procedure</b>	A step by step instruction for the implementation of a CES Limited Framework and related Policies, developed and approved by the Principal of a Sandhurst Catholic School to fulfil the policy requirements in a particular School in accordance with this Framework.
<b>Sandhurst Catholic School</b>	Means a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned and operated by CES, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life
<b>SWPBS</b>	School –Wide Positive Behaviour Support is a broad range of systematic and individualise strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.
<b>Student</b>	A person enrolled at a Sandhurst Catholic School.

The Order	Ministerial Order No. 870 – Child Safe Standards – Managing the risk of child abuse in schools
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## 4. Purpose

The purpose of this overarching Student Behaviour Framework is to outline the Student Behaviour Policy, Principles and Procedures to be applied by Sandhurst Catholic Schools for all enrolled students. It also supports Sandhurst Catholic Schools to achieve compliance with state and federal laws, and the requirements of Catholic Education Commission of Victoria (CECV as a review body for the purposes of the *Education and Training Act 2000 (Vic)* and the associated regulations.

## 5. Principles

The Guiding Principles for effective student behaviour include:

- Education on standards of behaviour expected for students attending the school, healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention as required under *Education and Training Reform Act 2006 (Vic)* and [Ministerial Order 870, Child Safe Standards – Managing the Risk of Child Abuse in Schools](#)
- Zero tolerance of child abuse and prohibition of corporal punishment in all Sandhurst Catholic Schools.
- When behaviour does not meet expectations, and an administrative response is deemed necessary, the principles of natural justice and procedural fairness will apply.
- The recognition that all members of the school community are worthy and have a right to work and learn in a safe, positive environment.
- The best interests of the child are the primary consideration.
- All students have a right to be supported to learn positive behaviours, self-manage and self-regulate their behaviours.
- Positive behaviour is best learnt and supported in a whole of school approach that incorporates a multi-tiered continuum of support.
- It is expected that behaviour expectations meet and reflect the needs of each Sandhurst Catholic School community and promote the values of honesty, fairness and respect for others.
- All members of the school and wider community share the responsibility of supporting positive student behaviour by developing and promoting high-quality relationships.
- The community shares the responsibility of fostering life - affirming relationships that recognise and support the inherent dignity and safety of each person.

## 6. Scope

This Framework and incorporated Policies apply to all Sandhurst Catholic Schools and are applicable to:

- Principals
- Teachers employed by CES Limited
- Non-teaching staff employed by CES Limited
- Volunteers in Sandhurst Catholic Schools
- Contractors employed in Sandhurst Catholic Schools.

## 7. Policy Statement

Sandhurst Catholic Schools are required to have policies and procedures consistent with this Framework to promote a consistent and fair approach towards managing student behaviour including:

- a policy that explicitly prohibits corporal punishment
- a student behaviour policy and procedures which include an explanation of the school's approach to behaviour and how it affords procedural fairness to students
- promoting and supporting positive student behaviour
- outlining roles and responsibilities for developing, implementing, reviewing and reporting on matters relating to student behaviour and behaviour management

**The CES Limited Board will ensure that:**

- each Sandhurst Catholic School meet the minimum standards as they relate to student behaviour (discipline)
- the best interests of the child is a primary consideration in all student behaviour management responses
- student behaviour is integrated in a strategic, whole of school approach to wellbeing, and learning
- all student behaviour is supported through a tiered continuum of care that includes promotion of positive behaviour, prevention, early intervention and targeted support
- all students will be provided with the education support needed to learn positive behaviours, value diversity, self-manage and self-regulate their behaviours
- when behaviour does not meet expectations, and a school response is deemed necessary, the principles of natural justice and procedural fairness will apply
- data are collected and used to screen, monitor, and assess student progress
- the use of corporal punishment in any circumstance is not permitted

- every effort should be made to prevent the need for the use of physical restraint or seclusion
- schools communicate this policy and related procedures to their community
- capacity building is provided for all staff through embedded and continuing professional learning
- implementation is consistent with Occupational Health and Safety obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

This Framework must be read in conjunction with [CES Limited Suspension, Negotiated Transfer and Expulsion of Students Framework](#).

## 8. Framework

### Legislative context

This Framework and incorporated Policies reflect the mandatory requirements imposed on Sandhurst Catholic Schools under the *Education and Training Reform Act 2006*, the Education and Training Reform Regulations 2017 as reflected in the [Guidelines to the Minimum Standards and Requirements for School Registration](#).

### School specific Procedures and Guidelines

- Each Sandhurst Catholic School may develop Procedures and Guidelines in compliance with this Framework and related Policies.
- Any Procedure or Guideline approved by the Principal of a Sandhurst Catholic School in accordance with this Framework must be consistent with this Framework.
- Any Procedure or Guideline developed under this Framework must be intended to support the application of this Framework and related Policies in a particular Sandhurst Catholic School.

### Application of Framework

- All Principals of Sandhurst Catholic Schools are to ensure application of this Framework and related Policies, Procedures and Guidelines, in compliance with, and within the parameters of, this Framework.

## 9. School-wide Positive Behaviour Support (SWPBS) Framework – Overview

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills which in turn enhance learning and teaching. Schools have a responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive, preventative school wide set of behavioural expectations is a necessary first step for enabling schools to achieve their goals and responsibilities.



SWPBS is an organisational framework, and is not a specific "program", "model", "approach", "tool", or "specific curriculum", but a compilation of research- validated and effective practices, interventions, and systems change strategies.

SWPBS provides a framework for:

- improving the social behavioural climate of schools
- supporting or enhancing the impact of academic instruction on achievement
- increasing proactive, positive, preventive management while decreasing reactive management
- integrating academic and behaviour supports
- improving services for all students, including students at risk and students with identified disabilities or diverse learning needs

### Tiered Model of Prevention

SWPBS is designed to meet the unique behavioural needs of each school and every student through a tiered model of prevention. The tiers, operationalise prevention and emphasise intervention ranging from preventing the development of inappropriate behaviour (primary) to reducing the impact or intensity (secondary or tertiary) of problem behaviour occurrences. This continuum of school wide, instructional and positive behaviour supports is a defining feature of SWPBS (Walker et al, 1996; Sugai & Horner, 1999; Sugai & Horner, 2006).

### Three tiers of prevention

#### **Tier 1:** Universal Prevention (All)

School wide interventions supporting all students. Tier 1 supports provide the foundation for learning and behaviour for all students. For most students, this level of support provides what they need to be successful and to prevent future behaviours of concern.

#### **Tier 2:** Targeted prevention (Some)

Secondary, high efficiency, rapid response, targeted interventions, supporting groups of students at risk. School implement supports designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to be successful participation is social and academic programs of the school.

#### **Tier 3:** Intensive, Individualise Prevention (Few)

Tertiary supports are the most intensive support the school offers, they are assessment based, intensive, durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

## 10. Procedures

The school level procedures must:

- Explicitly prohibit corporal punishment and make the best interest of the child a primary consideration in its approach to student behaviour
- Support positive student behaviour by developing and promoting a Student Code of Conduct
- Reflect procedural fairness and steps for managing escalations including suspensions and expulsions of students
- Require suspensions and expulsions to be recorded and maintained in a register and outline procedures for maintaining the register
- Identify the roles and responsibilities of staff in implementing whole school plan to support positive behaviour, including suspensions and expulsions
- Outline School's approach to student behaviour, which takes into consideration personalised adjustments based on student needs, and that are culturally, developmentally and psychologically appropriate
- Outline the School's response to:
  - all forms of bullying
  - aggression
  - drug and alcohol misuse
  - risks of suicidal behaviour
  - truancy
- Include rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules
- Include School's strategy for communicating with parents on Students' behaviours and how the school communicates these policies and procedures to the school community
- Outline School's strategy for deciding on disciplinary measures, which considers the best interest of the child and safety and wellbeing of all school staff and all other members of the school community
- Address School's approach to coordinating with external agencies and agreed behaviour interventions or therapies provided by external practitioners or agencies
- Address School's approach to Student Behaviour Support where the need is identified (i.e. seeking advice from experts, consulting parents to inform personalised student behaviour support plans etc.)
- Use least restrictive intervention that will 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 in accordance with [Restraint and Seclusion Policy](#)

- Reflect reporting to the CES Limited Board via Executive Director on matters relating to student suspensions and expulsions

## 11. Roles, delegations and authorities

### Role of the School Principal

- Develop, implement and review the school's student behaviour policy.
- Document whole school plan to support positive student behaviour, which includes teaching and classroom management strategies that support positive student behaviour
- Develop strategies to deliver appropriate education about standards of behaviour for students attending the school.
- Ensure staff are provided with training and development opportunities in behaviour management.
- Ensure the policy is communicated to the community and made publicly available.
- Ensuring that all behaviour response actions involving suspension, negotiated transfer or expulsion from school are managed consistent with the [CES Limited Suspension, Negotiated Transfer and Expulsion of Students Framework](#).
- Provide reports to the Executive Director on the Policy and its implementation as required.

### Role of the Executive Director

- Ensures a Student Behaviour Policy is enacted across all schools
- Provides resources to schools to support review, development, and implementation of Student Behaviour Policy
- Ensures clear expectations and training provided to principals in complying with this policy
- Receive, assess and respond to reports from schools on the Policy and its implementation as required
- Provides regular report to CES Limited Board as required
- Support schools with the development of strategies to implement the Student Behaviour Policy and Procedures.

### Role of the CES Limited Board

- Approve the CES Limited Student Behaviour Framework for implementation in Sandhurst Catholic Schools
- Review this Framework every three years or more frequently if required.
- Communicate any changes made to this Framework to the Principals of Sandhurst Schools as soon as possible.
- Receive reports from the Executive Director on implementation and compliance across all schools
- Review and assess reports from the Executive Director

## 12. Student Behaviour Framework Documents

- [Appendix 1: School Wide Positive Behaviour Support \(SWPBS\) Guidance for Implementation in Schools](#)
- [Appendix 2: Student Behaviour Policy](#)
- [Appendix 3: Restraint and Seclusion Policy](#)
- [Appendix 4: Restraint and Seclusion Procedure](#)
- [Appendix 5: Record of Restraint and Seclusion](#)
- [Appendix 6: Restraint and Seclusion Principal Checklist](#)

## 13. Related Documents and Other Resources

- [CES Limited Suspension, Negotiated Transfer and Expulsion of Students Framework](#)
- [CES Limited Child Safe Standards Framework](#)
- [PROTECT Responding and Reporting Obligations Policy](#)
- [CES Limited Enrolment Framework](#)
- [CES Limited Complaints Management Framework](#)
- [CES Limited Risk Management Framework](#)
- [CEVN – Positive Behaviour Guidelines](#)
- [CEVN – Safe and Sound Practice Guidelines](#)
- [CECV Guidelines to the Minimum Standards and Requirements for School Registration](#)

*This Guidance provides additional information to support the implementation of the three levels of implementation in schools.*

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### **Three tiers of prevention**

#### **Tier 1: Universal Prevention (All)**

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## **Tier 3: Intensive, Individualise Prevention (Few)**

Tertiary supports are the most intensive support the school offers, they are assessment based, intensive, durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

## **Positive Behaviour Education and Support**

Sandhurst Catholic Schools will:

- Develop 3 – 5 school wide behaviour expectations
- Define school wide behaviour in specific school settings
- Develop routines that align with school wide expectations
- Explicitly teach expectations and routines as social skills
- Encourage expected behaviour through evidence-based practices
- Discourage expected behaviour through evidence-based practices
- Use data systems to monitor behaviour for decision making
- Establish a Behaviour Support Team to coordinate evidence-based practices at a school wide level
- Implement an approach to Positive Behaviour Intervention and Support which:
  - Explicitly prohibits corporal punishment
  - Explains the school's approach to behaviour management and how it affords procedural fairness
  - Details steps for managing suspensions and expulsions
  - Includes procedures for maintain a register of suspensions and expulsions
  - Outlines how the school communicates behaviour support policies to the school community

## **Develop School wide Expectations**

Schools have curricula to guide the teaching of each and every subject. The curriculum ensures that teachers are working in harmony toward the same goals. Nevertheless, for social behavioural development of our students, much as been left up to individual teachers and staff to determine social behaviour will be encouraged, allowed or disallowed. Across school staff, many variations

of acceptable behaviour exist. Without curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. A social behavioural curriculum is a proactive and instructional approach to expected behaviours.

Our expectations are direct outgrowth of our beliefs and our vision and mission. They, in essence, operationalise our vision and mission. First, three to give overarching school wide social behavioural expectations are defined and agreed by all staff. These are valued social skills and behaviours for success at school and eventually in life.

### **Define school wide behaviour in specific school settings**

The school wide expectations are further clarified by identifying specific behaviours for each expectation. Expected behaviours are then identified for specific non-classroom setting (e.g. hallways, football oval, toilets etc.) and classroom (learning spaces) across the school and augmented by procedures developed to guide daily operations. The expected behaviours can be presented on a teaching matrix to illustrate the specific desired behaviours in the specific settings.

### **Develop routines that align with school wide expectations**

Classroom and non-classroom procedures or routines are the method or steps to follow to accomplish a desired activity. They are patterns of behaviour to accomplish a task. They are broken down into teachable steps. When procedures are taught and reinforced over time routines are established that help students meet classroom and non-classroom expectations. Procedures need to be taught along with the social behaviour curriculum. Defining school wide expectations, non-classroom and classroom expectations. Procedures need to be taught along with the social behaviour curriculum. Defining school wide expectations, non-classroom and classroom behaviours and procedures creates a full curriculum to allow schools to proactively teach success, and to also address any problem behaviour that may occur across any school setting.

### **Explicitly teach expectations and routines as social skills**

Social Skills are the observable behaviours for events that can be internally/emotionally complex. Effective instruction requires more than providing the rules. It requires instruction, practice, feedback, re-teaching, and encouragement. Instruction has three skill-set components: Verbal skills, Observer skills, Performer skills. The verbal component teaches how to communicate about the procedure. The observer component teaches to notice when the procedure is (or is not) being used. The performer component teaches how to actually perform the procedure. Procedures, including social skills, are best taught in brief increments throughout the day.

[CES Limited Teaching Social Skills document \[LINK\]](#):

### **Encourage expected behaviour through evidence-based practices**

The use of behaviour-specific praise is one of the most effective ways of reinforcing desired behaviour. Every opportunity should be taken to praise students when they are exhibiting desired behaviour. A ratio of 4 positive interactions to each correction/reprimand has been suggested to

be effective. Two-part praise involves naming both the desired behaviour that has occurred and the behavioural expectation that has been met. It has the added advantage of emphasising the behavioural expectations for all the students and increases positive interactions with specific student.

[CES Limited Two-Part Praise \[LINK\]](#):

### **Discourage behaviours of concern through evidence-based practices**

Even with the full menu of strategies to encourage expected behaviour, some students will still make social behavioural learning errors. Generally, learners fail to use expected behaviours because they do not know what behaviour is expected in a specific context or they are not motivated to perform the expected behaviour at acceptable levels in that context. The principle of procedural fairness means that the student must be given ample opportunity to know what is expected and teaching, support and guidance to help adjust their behaviour. All responses to behaviours of concern (BOC) need to be procedurally fair and instructional in their purpose, and to be specifically focused on promoting expected behaviour. It is for this reason that the first approach to discouraging behaviours of concern (BOC) is to explicitly reteach the expected behaviour. If the student continues to display BOC a continuum of responses ranging from planned ignoring to an office referral may be enacted.

### **Use data systems to monitor behaviour for decision making**

Behavioural Data can be used to problem solve at the school wide, classroom or individual student levels of analysis. It can provide effective and efficient means to identify problems and possible solutions, monitor and evaluate the effectiveness of plans, and assess the impact of PBS implementation overtime. Furthermore, behavioural data can be an invaluable source of information for teams using a response to intervention (multi-tiered support and intervention) logic for identifying individual students who are not responding to Tier 1 or Tier 2 interventions, and who therefore may require more intensive Tier 2 or Tier 3 supports, respectively. Finally, behavioural data can provide the contextual information necessary to provide teams with a more comprehensive understanding of the causes of behaviours of concern. Such an understanding can help teams to develop interventions that support students to be more successful, and therefore, are more likely to improve student behaviour.

### **Implement an approach to Positive Behaviour Intervention and Support** which:

- explicitly prohibits corporal punishment
- explains the school's approach to behaviour management and how it affords procedural fairness
- details steps for managing suspensions and expulsions
- includes procedures for maintaining a register of suspensions and exclusions
- outlines how the school communicates behaviour support policies to the school community



Students displaying challenging behaviour is not new. The complexity of the concerning behaviour tends to increase if responses used are not coordinated at a school wide level and grounded in evidence-based practices.

### **Behaviour Support Team**

The establishment of a Behaviour Support Team (BST) aims to embed a Positive Behaviour Intervention & Support framework into school practices. The BST increases the school's capacity to respond to and prevent behaviours of concern by increasing capacity in those situations. Interventions and practices are also designed to increase teaching effectiveness to benefit all students.

The team is designed to be representative of staff and have the opportunity to play a key role in shaping the school environment. The school's leadership (principal and deputy-principal) are an essential part of the team along with selected staff. BSTs can range from three to nine people, depending on the size of the school and identified needs.

Effective BSTs problem-solve with peers regarding a student's use of behaviours of concern. Support will range from targeted observations of the student, plan development and response to incidents of concern. These practices contribute to student safety and staff wellbeing.

[Behaviour Support Team Assessment Tool](#) [LINK]

### **Behaviour Support Plans**

A behaviour support plan documented to clearly outline the adjustments that will be implemented in support of the student's engagement at school. The BSP is developed through a collaborative problem-solving process involving significant people in the student's life, including parents/carers, classroom teachers, learning support personnel and school leadership.

Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a Behaviour Support Plan
- A process in place to facilitate the development of Behaviour Support Plan
- A process in place to train staff in development and implementation of Behaviour Support Plan
- A documented process for naming, storing, reviewing, updating and/or altering and distributing Behaviour Support Plans

[Behaviour Support Plan template](#) [LINK]

### **One Page Safety Plan**

When schools have developed an effective framework such as PBIS, they can still find themselves at a loss when trying to develop effective responses to demanding behaviours of concern (BOC). Staff often try a wide range of uncoordinated interventions having short-lived value or in some cases actually increasing the frequency, duration or intensity of the BOC. After these types of

incidents time is often spent reviewing the incident rather than developing a plan. For staff members responsible for preventing or responding to these types of incidents utilization of a previously developed safety plan has shown to be effective. This type of plan allows everyone to be on the same page and respond by design not default.

Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a One Page Safety Plan
- A process in place to facilitate the development of One Page Safety Plans
- A process in place to train staff in development and implementation of One Page Safety Plans
- A documented process for naming, storing, reviewing, updating and/or altering and distributing One Page Safety Plans
- One Page Safety Plans that are accessible during an escalation

[One Page Safety Plan procedure](#) [LINK]

[Guidelines for Completing Student Safety Plan / Escalation Cycle Management Plan](#) [LINK]

[One Page Safety Plan template](#) [LINK]

[One Page Safety Plan - Sample 1](#) [LINK]

[One Page Safety Plan - Sample 2](#) [LINK]

[One Page Safety Plan - Combined](#) [LINK]

[Break Procedure](#) [LINK]

[Teaching Take a Break](#) [LINK]

## **Functional Based Interventions**

Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a Functional Based Intervention design
- A process in place to facilitate the development of Functional Based Interventions
- A process in place to train staff in development and implementation of Functional Based Interventions
- A documented process for naming, storing, reviewing, updating and/or altering and distributing Functional Based Interventions

[Guidelines for Developing Functional Based Interventions](#) [LINK]

[Functional Based Interventions template](#) [LINK]

[Functional Based Intervention - Classroom Presentation](#) [LINK]

[Functional Based Intervention - Attendance Data](#) [LINK]

[Functional Based Intervention - Survey Task](#) [LINK]

Insert  
School  
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# Appendix 1

## Schools Wide Positive Behaviour Support (SWPBS)

### Guidance for Implementation in Schools

*This Guidance provides additional information to support the implementation of the three levels of implementation in schools.*

*This Guidance has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.*

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### **Tier 3: Intensive, Individualise Prevention (Few)**

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  - Explicitly prohibits corporal punishment
  - Explains the school's approach to behaviour management and how it affords procedural fairness
  - Details steps for managing suspensions and expulsions
  - Includes procedures for maintain a register of suspensions and expulsions
  - Outlines how the school communicates behaviour support policies to the school community

## Develop School wide Expectations

Schools have curricula to guide the teaching of each and every subject. The curriculum ensures that teachers are working in harmony toward the same goals. Nevertheless, for social behavioural development of our students, much as been left up to individual teachers and staff to determine social behaviour will be encouraged, allowed or disallowed. Across school staff, many variations of acceptable behaviour exist. Without curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. A social behavioural curriculum is a proactive and instructional approach to expected behaviours.

Our expectations are direct outgrowth of our beliefs and our vision and mission. They, in essence, operationalise our vision and mission. First, three to give overarching school wide social behavioural expectations are defined and agreed by all staff. These are valued social skills and behaviours for success at school and eventually in life.

## Define school wide behaviour in specific school settings

The school wide expectations are further clarified by identifying specific behaviours for each expectation. Expected behaviours are then identified for specific non-classroom setting (e.g. hallways, football oval, toilets etc.) and classroom (learning spaces) across the school and augmented by procedures developed to guide daily operations. The expected behaviours can be presented on a teaching matrix to illustrate the specific desired behaviours in the specific settings.

## Develop routines that align with school wide expectations

Classroom and non-classroom procedures or routines are the method or steps to follow to accomplish a desired activity. They are patterns of behaviour to accomplish a task. They are broken down into teachable steps. When procedures are taught and reinforced over time routines are established that help students meet classroom and non-classroom expectations. Procedures need to be taught along with the social behaviour curriculum. Defining school wide expectations, non-classroom and classroom expectations. Procedures need to be taught along with the social behaviour curriculum. Defining school wide expectations, non-classroom and classroom behaviours and procedures creates a full curriculum to allow schools to proactively teach success, and to also address any problem behaviour that may occur across any school setting.

## Explicitly teach expectations and routines as social skills

Social Skills are the observable behaviours for events that can be internally/emotionally complex. Effective instruction requires more than providing the rules. It requires instruction, practice, feedback, re-teaching, and encouragement. Instruction has three skill-set components: Verbal skills, Observer skills, Performer skills. The verbal component teaches how to communicate about the procedure. The observer component teaches to notice when the procedure is (or is not) being used. The performer component teaches how to actually perform the procedure. Procedures, including social skills, are best taught in brief increments throughout the day.

[CES Limited Teaching Social Skills document](#) [\[LINK\]](#):

### Encourage expected behaviour through evidence-based practices

The use of behaviour-specific praise is one of the most effective ways of reinforcing desired behaviour. Every opportunity should be taken to praise students when they are exhibiting desired behaviour. A ratio of 4 positive interactions to each correction/reprimand has been suggested to be effective. Two-part praise involves naming both the desired behaviour that has occurred and the behavioural expectation that has been met. It has the added advantage of emphasising the behavioural expectations for all the students and increases positive interactions with specific student.

[CES Limited Two-Part Praise \[LINK\]](#):

### Discourage behaviours of concern through evidence-based practices

Even with the full menu of strategies to encourage expected behaviour, some students will still make social behavioural learning errors. Generally, learners fail to use expected behaviours because they do not know what behaviour is expected in a specific context or they are not motivated to perform the expected behaviour at acceptable levels in that context. The principle of procedural fairness means that the student must be given ample opportunity to know what is expected and teaching, support and guidance to help adjust their behaviour. All responses to behaviours of concern (BOC) need to be procedurally fair and instructional in their purpose, and to be specifically focused on promoting expected behaviour. It is for this reason that the first approach to discouraging behaviours of concern (BOC) is to explicitly reteach the expected behaviour. If the student continues to display BOC a continuum of responses ranging from planned ignoring to an office referral may be enacted.

### Use data systems to monitor behaviour for decision making

Behavioural Data can be used to problem solve at the school wide, classroom or individual student levels of analysis. It can provide effective and efficient means to identify problems and possible solutions, monitor and evaluate the effectiveness of plans, and assess the impact of PBS implementation overtime. Furthermore, behavioural data can be an invaluable source of information for teams using a response to intervention (multi-tiered support and intervention) logic for identifying individual students who are not responding to Tier 1 or Tier 2 interventions, and who therefore may require more intensive Tier 2 or Tier 3 supports, respectively. Finally, behavioural data can provide the contextual information necessary to provide teams with a more comprehensive understanding of the causes of behaviours of concern. Such an understanding can help teams to develop interventions that support students to be more successful, and therefore, are more likely to improve student behaviour.

### Implement an approach to Positive Behaviour Intervention and Support which:

- explicitly prohibits corporal punishment
- explains the school's approach to behaviour management and how it affords procedural fairness

- details steps for managing suspensions and expulsions
- includes procedures for maintaining a register of suspensions and exclusions
- outlines how the school communicates behaviour support policies to the school community

Students displaying challenging behaviour is not new. The complexity of the concerning behaviour tends to increase if responses used are not coordinated at a school wide level and grounded in evidence-based practices.

### Behaviour Support Team

The establishment of a Behaviour Support Team (BST) aims to embed a Positive Behaviour Intervention & Support framework into school practices. The BST increases the school's capacity to respond to and prevent behaviours of concern by increasing capacity in those situations. Interventions and practices are also designed to increase teaching effectiveness to benefit all students.

The team is designed to be representative of staff and have the opportunity to play a key role in shaping the school environment. The school's leadership (principal and deputy-principal) are an essential part of the team along with selected staff. BSTs can range from three to nine people, depending on the size of the school and identified needs.

Effective BSTs problem-solve with peers regarding a student's use of behaviours of concern. Support will range from targeted observations of the student, plan development and response to incidents of concern. These practices contribute to student safety and staff wellbeing.

[Behaviour Support Team Assessment Tool](#) [LINK]

### Behaviour Support Plans

A behaviour support plan documented to clearly outline the adjustments that will be implemented in support of the student's engagement at school. The BSP is developed through a collaborative problem-solving process involving significant people in the student's life, including parents/carers, classroom teachers, learning support personnel and school leadership.

Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a Behaviour Support Plan
- A process in place to facilitate the development of Behaviour Support Plan
- A process in place to train staff in development and implementation of Behaviour Support Plan
- A documented process for naming, storing, reviewing, updating and/or altering and distributing Behaviour Support Plans

[Behaviour Support Plan template](#) [LINK]

## One Page Safety Plan

When schools have developed an effective framework such as PBIS, they can still find themselves at a loss when trying to develop effective responses to demanding behaviours of concern (BOC). Staff often try a wide range of uncoordinated interventions having short-lived value or in some cases actually increasing the frequency, duration or intensity of the BOC. After these types of incidents time is often spent reviewing the incident rather than developing a plan. For staff members responsible for preventing or responding to these types of incidents utilization of a previously developed safety plan has shown to be effective. This type of plan allows everyone to be on the same page and respond by design not default.

Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a One Page Safety Plan
- A process in place to facilitate the development of One Page Safety Plans
- A process in place to train staff in development and implementation of One Page Safety Plans
- A documented process for naming, storing, reviewing, updating and/or altering and distributing One Page Safety Plans
- One Page Safety Plans that are accessible during an escalation

[One Page Safety Plan procedure](#) [LINK]

[Guidelines for Completing Student Safety Plan / Escalation Cycle Management Plan](#) [LINK]

[One Page Safety Plan template](#) [LINK]

[One Page Safety Plan - Sample 1](#) [LINK]

[One Page Safety Plan - Sample 2](#) [LINK]

[One Page Safety Plan - Combined](#) [LINK]

[Break Procedure](#) [LINK]

[Teaching Take a Break](#) [LINK]

## Functional Based Interventions

Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a Functional Based Intervention design
- A process in place to facilitate the development of Functional Based Interventions
- A process in place to train staff in development and implementation of Functional Based Interventions
- A documented process for naming, storing, reviewing, updating and/or altering and distributing Functional Based Interventions

[Guidelines for Developing Functional Based Interventions](#) [LINK]



[Functional Based Interventions template \[LINK\]](#)

[Functional Based Intervention - Classroom Presentation \[LINK\]](#)

[Functional Based Intervention - Attendance Data \[LINK\]](#)

[Functional Based Intervention - Survey Task \[LINK\]](#)

Insert  
School  
Logo

## Appendix 2

[insert School Name]

### Student Behaviour Policy [Template] - School Level

*This Policy has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.*

*[School name]* is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Guidance forms part of the [CES Limited Student Behaviour Framework](#) which is available at [\[insert website\]](#).

### Contents

Purpose

School Profile

Definitions

Legislative Context

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Shared Attendance Expectations

School Action and Consequences

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Appendix 1 – General Information relating to disciplinary measures

## 1. Purpose

The **[insert school name here]** Student Behaviour Policy reflects the school community's shared expectations in relation to student engagement, attendance and behaviour. This Policy sets out the clear processes to be followed in order to support students' behavioural, educational and emotional engagement.

This Policy provides an overview of how **[insert school name here]** will:

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

This Policy should be read in conjunction with all School policies, including [Attendance Monitoring Policy](#) and the [CECV Positive Behaviour Guidelines 2018](#).

## 2. School Profile

About **[insert school name here]**

*[Drafting note for schools: It is recommended that each school include a school profile statement at the beginning of the Student Behaviour Policy which details the diversity of the student population and school community. This can include, for example, the school's history and a summary of relevant school data as well as the community aspirations for the school].*

**[insert school name here]** is committed to providing equitable access and opportunity for all. The School considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

Foundational to our work with students, families and the school community is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. All teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

*[Drafting note for schools: You may wish to also include a global statement that all schools are to include in the Student Behaviour Policy which affirms the uniform commitments of a Catholic school education, as applicable to all Catholic schools. The above statements from the CECV Positive Behaviour Guidelines provide an example].*

### 3. Rationale

*[Drafting note for schools: The Student Behaviour Policy should be tailored to the unique characteristics of your school and the school community. This includes your school's statement of principles, its values and mission. We recommend that you adopt the suggested headings below and amend the content accordingly].*

At **[insert school name here]** we strive to provide an inclusive education which values diversity and celebrates difference. Diversity is enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to provide successful participation and to intervene as early as possible when students are not actively engaged in learning. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

### 4. Vision

*[Drafting note for schools: please adapt for your school based on CES Limited's Philosophy Statement].*

Christ-centred Catholic education providing excellent, inclusive and contemporary schooling.

### 5. Mission

*[Drafting note for schools: please adapt for your school based on CES Limited's Philosophy Statement].*

**[insert school name here]** is committed to providing educational opportunities that actively welcome, engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

### 6. Aims

*[Drafting note for schools: please adapt for your school based on CES Limited's Philosophy Statement].*

Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our school community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school

community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe. Every person at the school has a right to feel safe, to be happy and to learn. Therefore, our school aims:

- to promote the values of honesty, fairness and respect for others;
- to acknowledge the worth of all members of the community and their right to work and learn in a positive environment;
- to maintain good order and harmony;
- to affirm cooperation as well as responsible independence in learning; and
- to foster self-discipline and to develop responsibility for one's own behaviour.

## 7. Principles

*[Drafting note for schools: please adapt for your school].*

**[insert school name here]** strives to build a safe and positive school environment that is guided by Gospel values and honours the dignity of the individual, the family and the school.

The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person. Members of the school community are expected to contribute to the mission and vision of the school and to understand their rights and acknowledge their obligation to behave responsibly.

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

It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon his or her physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.

## 8. Definitions

*[Drafting note for schools: Schools should ensure that any definitions used in this section are consistent with definitions in the school's policies and amend as required]*

<b>At Risk behaviour</b>	Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.
<b>Behaviour</b>	The way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.
<b>Behaviour of concern</b>	<p>May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation.</p> <p>Is anything a person does or says which is likely to limit or deny access to regular school routines and activities.</p> <p>Is anything a person does or says which causes stress, worry, risk, or of actual harm to others.</p> <p>Is anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.</p> <p>Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.</p>
<b>Behaviour support</b>	The educational support a student receives from the schools in order to learn and maintain identified behaviour.
<b>Bullying</b>	A broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.
<b>Criminal offences</b>	<b>Behaviour</b> that may be serious enough to constitute a criminal offence. If an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.
<b>Discriminatory conduct</b>	Conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

<b>Expected behaviour</b>	Behaving in a manner that is <i>suitable</i> for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.
<b>Student</b>	A person enrolled at a Sandhurst Catholic School.
<b>SWPBS</b>	School –Wide Positive Behaviour Support is a broad range of systematic and individualise strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.

## 9. Legislative Context

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School's obligations to ensure that the care, safety and welfare of all students attending the School. In discharging duty of care responsibilities, the School and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances. The school must also comply with legislation related to Occupational Health and Safety for staff.

This document is informed by relevant Australian and Victorian legislation including:

- *Education and Training Reform Act 2006* (Vic.)
- *Education and Training Reform Regulations 2017* (Vic.)
- *Disability Discrimination Act 1992* (Cth)
- *Disability Standards for Education 2005* (Cth)
- *Equal Opportunity Act 2010* (Vic.)
- *Occupational Health and Safety Act 2004* (Vic.)

This document is also informed by the following resources:

- [Guidelines to the Minimum Standards and Requirements for School Registration](#)
- Australian Student Wellbeing Framework  
<https://studentwellbeinghub.edu.au/educators/framework/>
- CECV Intervention Framework 2015 [www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf](http://www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf)
- CECV Positive Behaviour Guidelines 2018

## 10. Shared Behaviour Expectations/Code of Conduct

*[Drafting note for schools: the shared expectations of students, parents and the School should be tailored to your school. Generally speaking, shared expectations should be jointly negotiated and implemented by all member of the school community, be clear and specific, focus on positive and pro-social behaviours, focused on prevention and early intervention and be consistently, fairly and reasonably applied].*

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

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

	<b>Students are expected to:</b>	<b>Parents/Carers are expected to:</b>	<b>Principals/Teachers &amp; Staff will:</b>
<b>1.</b>	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of the School's behavioural expectations	promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
<b>2.</b>	model the School's core values of respect, endeavor, communication, trust and teamwork	communicate with the School in regards to their child's circumstances	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours
<b>3.</b>	take responsibility for their own behaviour and the impact of their behaviour on others	cooperate with the School by assisting in the development and enforcement of strategies to address individual needs	employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
<b>4.</b>	comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to: obey all reasonable requests of staff; respect the rights of others to be safe and learn; and respect the property of others.	provide complete, accurate and up to date information when completing an enrolment form and supply the School, prior to enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements	intervention strategies to deal with attendance and behavioural issues



5.		comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the School.	consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
6.		acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.	plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students
7.			recognise that for some students additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

## 11. Shared Attendance Expectations

*[Drafting note for schools: the shared expectations of students, parents and the School should be tailored to your school. Generally speaking, shared expectations should be jointly negotiated and implemented by all member of the school community, be clear and specific, focus on positive and pro-social behaviours, focused on prevention and early intervention and be consistently, fairly and reasonably applied]. The following shared attendance expectations adopts the shared expectations set out in the DET's 'Effective Schools are Engaging Schools: Student Engagement Policy Guidelines'.*

Ensuring that students attend school each day is a shared expectation of all students, parents and the wider school community. See school's [Attendance Monitoring Policy](#).

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

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1.	attend and be punctual for all timetabled classes every day	ensure that their child's enrolment details are correct	proactively promote regular attendance

	that the school is open to students		
2.	be prepared to participate fully in lessons	ensure their child attends school regularly and punctually	mark rolls accurately each learning session
3.	bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes	advise the school as soon as possible when a child is absent	follow up on any unexplained absences promptly and consistently
4.	remain on the school premises during school time unless they have permission to leave from the School and parents	account for all student absences	identify trends via data analysis
5.	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school	keep family holidays within scheduled school holidays	report attendance data in the student report and school's Annual Report
6.	work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent	support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences	support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies
7.		work cooperatively and collaboratively with the School to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	report lengthy or unexplained absences to the Regional Manager
8.			work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
9.			convene a Program Support Group meeting which is attendance focused with parents and students when a student's attendance pattern is of concern to the school
10.			provide ongoing intensive support for students if communication with parents has not been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting

## 12. School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school practices, as well as targeted and individualised support when required. Effective student behaviour change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships. The School will apply a range of supports and measures to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, the School will institute a staged response, in accordance with the CECV Positive Support Guidelines, 2018. Where applicable, an incident report must be completed and provided to the Principal or relevant staff member.

Positive reinforcement of appropriate behaviour

*[Drafting note for schools: Schools to consider the strategies it applies to reinforce appropriate behaviour, including verbal recognition, individual or class rewards, communication with parents/wider school community, as appropriate. Please provide details of these strategies below, prior to consideration of preventative or early intervention strategies.]*

### **Tier 1: School-wide supports**

The School implements school-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Providing physical environments that are conducive to positive behaviours and effective engagement in learning
- Ensuring student participation in the development and implementation of whole school expectations
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk
- Developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students

### **Tier 2: Targeted supports**

In addition to Tier 1 supports, some students may require targeted interventions to meet behavioural standards, including irregular attendance. These students will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers

- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Documentation of incidents relating to the management of student behaviours to inform decision making.
- Revision of the Personalised Learning Plan (PLP)
- Parent consultation via phone or interview
- Support strategies that might assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- Case conference

### **Tier 3: Intensive intervention**

*[Drafting note for schools: Schools to consider the strategies it applies to reinforce appropriate behaviour, including verbal recognition, individual or class rewards, communication with parents/wider school community, as appropriate. Please provide details of these strategies below, prior to consideration of preventative or early intervention strategies.]*

### **Reducing unwanted behaviour and consequences for inappropriate student behaviour**

The School adopts a staged response to inappropriate behaviour and appropriate responses may take the form of:

- Non-verbal warning – e.g., eye contact / hand movement / shake of head
- Verbal warning which identifies the misbehaviour followed by a 'do over' prompt providing student the opportunity to use expected behaviours
- Changing student access to learning activity e.g., work on own, change groups, change location
- Removing student access to learning activity e.g., take a break at your desk
- Moving student from the room e.g., finish your work next door
- Student required to stay back at end of class
- Student required to complete work during recess / lunchtime

When concerns arise about a student's on-going behaviour or when a student is displaying consistent behaviour of concern, **[insert school name here]** will implement a targeted response to identify and address the behaviour and teach replacement behaviour. This may involve the following support strategies:

- Convening a Program Support Group (PSG) meeting involving parents/carers/Learning Diversity/Pastoral Wellbeing coordinator and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students

- Referral to Catholic Education or external Health or Allied Health providers
- Contact with the Diocesan Office

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

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be re-located/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Parents/carers should be informed of such withdrawals.
- Suspension (in-school and out of school)
- Negotiated transfer
- Expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

If other strategies are unsuccessful in modifying student behaviour, the School will follow the CES Limited Student Behaviour Framework and CES Limited Suspension, Negotiated Transfer and Expulsion Policy.

See [Appendix 1](#) for further information on these measures.

### Corporal punishment

*[Drafting note for schools: It is a requirement of the VRQA that all student engagement policies must contain an express statement that the use of corporal punishment is prohibited.]*

The use of corporal punishment is expressly prohibited at the School and under the *Education and Training Reform Act 2006* (Vic).

### Consultation

As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation

with parents/guardians and the child's treating medical/allied health professionals, in order to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs;
- whether the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals; and
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

### 13. Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, **[insert school name here]** will adhere to an Occupational Health & Safety Program through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur. A similar risk-based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences. **[insert school name here]** may engage the services of the CES Limited for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff and broader community.

It is important that all staff consistently enforce school rules and safety policies, and actively engage in ensuring the physical and emotional wellbeing of students.

### 14. Policy Evaluation and Review

*[Drafting note for schools: The Policy is an evolving document that should be adapted and updated regularly, in consultation with the school community. It is important to ensure that the Policy and its application are regularly monitored and evaluated for effectiveness and, where required, adjustments are made. This process also ensures that the Policy is reflective of emerging issues and takes into account new data about a school's performance. It is recommended that the Policy is reviewed annually in conjunction with the school's annual self-evaluation that is undertaken as part of the school's accountability framework.]*

## Appendix 1 – General Information relating to disciplinary measures

**Withdrawing privileges** – Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student’s engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

**Withdrawal from class** – If a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

**Detention** – Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the principal should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, **[insert school name here]** may choose to negotiate alternative disciplinary measures with the parent or carer. Examples include where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

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

**Expulsion** – In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are for when other measures have not produced a satisfactory response, or where there is a threat to another person and immediate action is required.

Insert  
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## Appendix 3

# Restraint and Seclusion Policy [Template] - School Level

*This Policy has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.*

*[School name]* is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the [CES Limited Student Behaviour Framework](#) which is available at [\[insert website\]](#).

### 1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

### 2. Background

Schedule 4 Clause 12 of the Education and Training Reform Regulations 2017 requires CES Limited to ensure the care, safety and welfare of all students attending at Sandhurst Catholic Schools in accordance with any applicable State and Commonwealth laws and all staff employed at each school is advised of their obligations under those laws.

The [Guidelines to the Minimum Standards and Requirements for School Registration](#) requires each Sandhurst Catholic School to address when it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community. This policy sets out how and when restrictive interventions such as restraint and seclusion will be used in Sandhurst Catholic Schools. It establishes the responsibilities of staff when determining whether it is appropriate to use any form of restraint or seclusion and the procedures to be followed.



Restraint and seclusion in Sandhurst Catholic schools should only be used as a **final recourse** and then only when certain conditions are met and standards and procedures followed.

### 3. Purpose

To purpose of this document is to:

- Provide a definition of restraint and seclusion and the circumstances for its acceptable use
- Outline procedures to be followed in any circumstance where restraint and/or seclusion is appropriately used to ensure the safety of all
- Actively promote student and staff safety.

### 4. Principles

- Every effort should be made to prevent the use of physical restraint or seclusion.
- Make the best interests of the child a primary consideration.
- Every person has a right to be safe
- Student behaviour is integrated in a strategic, whole of school approach to wellbeing, and learning.
- Capacity building across for all staff through embedded and continuing professional learning.
- Staff must take reasonable care for their own health and safety when confronted with challenging student behaviours and should only physically intervene if they are confident that they can do so without placing their own health and safety at risk.

### 5. Scope/Application

The policy applies to Sandhurst Catholic School Principals and Staff.

### 6. Definitions

<b>Break space or equivalent</b>	The practice of using a break space, chill out, time out or quiet place (referred to as 'break place' in this section) for students does not amount to seclusion. Exit to a break space is a planned intervention used as part of an overall approach to supporting a student exhibiting behaviour of concern. The use of a break space may form part of a plan to support a student's behaviour. It is used to assist students to settle and return to a state of calm, so they
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	are able to participate academically and socially. The use of a break space can be either teacher-directed or self-directed and takes place in a setting that is not locked and enables visibility and supervision.
<b>Duty of Care</b>	Every teacher and school authority owes students in their care a duty to take reasonable measures to protect them from risks of injuries or harm that are reasonably foreseeable.
<b>Dynamic Risk Assessment</b>	An on-the-spot assessment, informed by staff professional judgement, to determine whether to use restraint or seclusion.
<b>Dangerous forms of restraint</b>	<p>Any form of physical intervention that restricts breathing, relies on locks or pain for control, or causes undue discomfort. Examples of dangerous forms of restraint include:</p> <p>any restraint which covers the student's mouth or nose, and in any way restricts breathing;</p> <p>the application of pressure to a student's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints;</p> <p>holding a student's head forward, headlocks, choke holds;</p> <p>take-downs, which allow students to free-fall to the ground whether or not in a prone position (holding a student face down) or supine position (holding a student face up) or otherwise wrestling holds (including 'full or half nelsons'), using a hog-tied position or straddling any part of a student's body;</p> <p>basket holds, bear hugs, 'therapeutic holding'.</p>
<b>Least Restrictive Intervention</b>	<p>A practice that:</p> <p>is not more restrictive or intrusive than necessary to prevent a person from inflicting harm on themselves or others; and</p> <p>is applied no longer than necessary to prevent harm or danger.</p>
<b>Mechanical and Chemical Restraints:</b>	Mechanical Restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour.

	Chemical Restraint refers to the use of medication primarily to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness, or a physical condition.
<b>Physical restraint</b>	In this policy, physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person. In some limited circumstances, it may also be necessary to restrain a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.
<b>Protective Physical Interventions:</b>	Protective physical interventions involve physical contact to block, deflect or redirect a student's actions, or to disengage from a student's grip. In these situations, the student remains free to move away.
<b>Seclusion</b>	Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked.

## 7. Roles and Responsibilities

### Role of the School Principal

- Ensure a safe learning and working environment for students and staff
- Ensure staff understand their duty of care in responding to escalated student behaviour
- Ensure all staff understand and adhere to the 'Three Conditions for Restraint and Seclusion'
- Ensure all instances of restraint and seclusion are promptly reported to the school leadership

- Ensure procedures for restraint and seclusion are followed and promptly report any incident of restraint and seclusion to CES Limited.
- Ensure procedures for restraint and seclusion are implemented and parents/carers communicated with promptly
- Ensure any instance of restraint of seclusion is clearly documented in a timely manner

### Role of the Executive Director

- Ensure the Restraint and Seclusion Policy is enacted across all CES Limited schools
- Ensures clear expectations and training are provided to principals in complying with this policy
- Receive, assess and respond to reports from school on the policy and its implementation as required
- Provides regular report to CES Limited Board as required
- Support schools with the development of strategies to implement the Restraint and Seclusion Policy and Procedures

### Role of the CES Limited Board

- Approve the CES Limited Restraint and Seclusion Policy for implementation in Sandhurst Catholic Schools
- Receive reports from the Executive Director on implementation and compliance across all schools
- Review and assess reports from the Executive Director

### Related policies and procedures

- Restraint and Seclusion Procedures
- CES Limited Student Behaviour Framework

### Other Resources

- [CEVN – Positive Behaviour Guidelines](#)
- [CEVN – Safe and Sound Practice Guidelines](#)

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## Appendix 4

# Restraint and Seclusion Procedure [Template] - School Level

*This Policy has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.*

*[School name]* is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the [CES Limited Student Behaviour Framework](#) which is available at *[insert website]*.

### 1. Background

This Procedure sets out how and when restraint and seclusion will be used in **[insert school name here]**. It establishes the responsibilities of our staff when determining whether it is appropriate to use any form of restrictive intervention and the procedures to be followed to ensure safety of our students and staff.

Restraint and seclusion is a form of restrictive intervention that is permitted to be used at in **[insert school name here]** as a **final recourse** and only when certain conditions are met and standards and procedures followed.

This Procedure must be read in conjunction with the **[insert school name here]** Restraint and Seclusion Policy.

### 2. Purpose

This Procedural advice is intended to assist **[insert school name here]** to reduce and eliminate the use of restraint and seclusion of students and to outline the circumstances when these methods of restrictive intervention may be applied by **[insert school name here]** staff to protect the safety of a student and/or members of the school community. It also includes procedures to be followed by our staff following an incident of restrictive intervention applied against a student.

### 3. Procedure

#### Prevention and early intervention

At times, students may behave in a way that could cause physical harm or danger to themselves or others. Incidents of behaviours of concern can result in distress for the students involved, those witnessing the incident, or their parents and staff members.

Behaviour can often be addressed by everyday interventions, proactive instruction and environmental planning. These everyday interventions are found in a schoolwide positive behaviour framework and implemented as universal strategies for all students.

For some students, behaviours of concern may emerge along with increases in frequency, severity or complexity, requiring a targeted planned intervention and specialist support. These levels of response form part of a multi-tiered schoolwide positive behaviour framework. See Behaviour Framework.

#### Use of Restraint and/or Seclusion

Restraint and seclusion must only be used as a last resort in an emergency where there is an imminent threat of physical harm or danger to the student or others.

The use of restraint or seclusion must not form part of any plan to support/manage student behaviour and must not be identified as an appropriate intervention. Restraint and seclusion are permitted only in limited emergency situations.

Every effort should be made to prevent the need for the use of restraint or seclusion. 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 staff member.

Rooms or areas designed specifically for the purposes of seclusion or used solely or primarily for the purpose of seclusion are not permitted.

#### Three Conditions for Restraint and Seclusion

Restraint and seclusion must not be used except in a situation that satisfies the following three conditions:

- a) there is an imminent threat of physical harm or danger to self or others
- b) the use of restraint or seclusion would be considered reasonable in all the circumstances
- c) there is no less restrictive means of responding in the circumstances.

Restraint or seclusion should be discontinued as soon as the immediate danger has dissipated.

### **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 (violence between students or from students directed at others – e.g., meltdowns, fights). A verbal threat from a student would not usually be sufficient to meet this condition unless there is an associated risk of imminent harm.

The physical harm or danger must be to the student (e.g., self-harm) or to another person (e.g., staff or another student). Damage to property alone is not sufficient to meet this condition.

### **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.

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, stage of development and year level
- the student's physical presentation – weight and stature
- the relevance of any disability, impairment (including mental health) 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.

Once a school has become aware of the behavioural risk, it should put in place other strategies to prevent reoccurrence.

Restraint or seclusion should be discontinued as soon as the immediate danger has dissipated.

### **No less restrictive means of responding**

Restraint or seclusion must be used only as a last resort, when all less-restrictive alternatives will not effectively maintain the safety of all. 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.

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 has dissipated.

### **Dynamic Risk Assessment**

The decision to use restraint or seclusion rests, and the nature of the restraint or seclusion to be used, is a matter of staff professional judgement. Such decisions are usually required to be made in times of high stress. Staff are encouraged to pause and conduct a 'dynamic risk assessment', that is, make an on-the-spot assessment of the likely outcomes of the available options before deciding which to choose. Staff are encouraged to balance the risks of any action they might take and assess which is the safest option in that particular circumstance.

### **Monitoring**

Whenever restraint or seclusion is used, staff must monitor the student continuously to ensure that the restraint or seclusion continues to be used appropriately. For example, monitoring should be used to ensure that the restraint or seclusion is justified, time limited and that the student, and other students, are safe. In every instance of physical restraint, breathing must be visually monitored. Monitoring should also include communicating with the student when it is safe to do so.

Restraint/seclusion should be discontinued when the imminent threat of harm has passed, the action is no longer reasonable in the circumstances, or a less restrictive means of responding becomes available.

### **When Restraint/Seclusion should not be used**

#### **a) Behaviour management**

Restraint or seclusion must not be included in any plan designed to support a student's behaviour and must not be used as a routine behaviour management technique or routine first response. Rooms or areas designed specifically for seclusion or used primarily for seclusion are not permitted.

Restraint or seclusion should not be used to punish or discipline a student.

Unless the Three Conditions for Restraint and Seclusion are satisfied, restraint/seclusion should not be used:

- to respond to a class/school disruption
- to maintain good order
- as a response to:
  - a student's refusal to comply
  - verbal threats from a student
  - a student leaving the classroom/school without permission



- property destruction caused by a student.

**b) Dangerous forms of restraint**

Any form of physical intervention that restricts a student's breathing, that relies on locks or pain for control, or causes undue discomfort should not be used. If, during an intervention, the presence of any of these is noticed, the technique should be ceased or modified at the soonest/safest opportunity.

**c) Mechanical and chemical restraints**

Staff should not use mechanical or chemical restraints as a means of controlling student behaviour in an emergency situation. Such action would not be considered reasonable in a school setting.

### Reporting and Recording Requirements

Staff involved in an incident of restraint or seclusion must, as soon as practicable, 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 should document that the parents have been notified. Depending on the circumstances, the principal may also need to contact the parents of other students involved in the incident.

Once the incident is over, the principal (or delegate) should:

- Provide for the safety and wellbeing of those involved
- Document the event as soon as possible using the [Record of Restraint and Seclusion](#)
- Notify the student's parents as soon as practicable
- Contact the relevant member of the CES Limited Executive Management Team
- Consider what support needs to be offered to affected school community members
- Notify parents/carers of any support services being offered to their child e.g., wellbeing services, student support services
- Encourage affected staff to contact Employee Assistance Program for support
- Consider any additional support required for staff at a school level
- Review student's behaviour support needs and/or plan.

The principal retains a copy of the [Record of Restraint and Seclusion](#) for the school and provides a copy to the relevant member of the CES Limited Executive Management Team. This should be provided to the Office on the same day as the incident.

CES Limited, and the principal, will consider whether the use of restraint or seclusion amounts to 'reportable conduct' and therefore needs to be reported to the Commission for Children and Young People (CCYP) under the Reportable Conduct Scheme.

## Training for Staff

If relevant, school staff must undergo training on an annual basis regarding recommended prevention and intervention measures for students exhibiting aggressive and violent behaviour that has the potential to inflict injury or harm on themselves and/or others.

## Definitions

<b>Break space of equivalent</b>	The practice of using a break space, chill out, time out or quiet place (referred to as 'break place' in this section) for students does not amount to seclusion. Exit to a break space is a planned intervention used as part of an overall approach to supporting a student exhibiting behaviour of concern. The use of a break space may form part of a plan to support a student's behaviour. It is used to assist students to settle and return to a state of calm, so they are able to participate academically and socially. The use of a break space can be either teacher-directed or self-directed and takes place in a setting that is not locked and enables visibility and supervision.
<b>Duty of Care</b>	Every teacher and school authority owes students in their care a duty to take reasonable measures to protect them from risks of injuries or harm that are reasonably foreseeable.
<b>Dynamic Risk Assessment</b>	An on-the-spot assessment, informed by staff professional judgement, to determine whether to use restraint or seclusion.
<b>Dangerous forms of restraint</b>	Any form of physical intervention that restricts breathing, relies on locks or pain for control, or causes undue discomfort. Examples of dangerous forms of restraint include:  any restraint which covers the student's mouth or nose, and in any way restricts breathing;

	<p>the application of pressure to a student's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints;</p> <p>holding a student's head forward, headlocks, choke holds;</p> <p>take-downs, which allow students to free-fall to the ground whether or not in a prone position (holding a student face down) or supine position (holding a student face up) or otherwise wrestling holds (including 'full or half nelsons'), using a hog-tied position or straddling any part of a student's body;</p> <p>basket holds, bear hugs, 'therapeutic holding'.</p>
<b>Least Restrictive Intervention</b>	<p>A practice that:</p> <p>is not more restrictive or intrusive than necessary to prevent a person from inflicting harm on themselves or others; and</p> <p>is applied no longer than necessary to prevent harm or danger.</p>
<b>Mechanical and Chemical Restraints:</b>	<p>Mechanical Restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour.</p> <p>Chemical Restraint refers to the use of medication primarily to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness, or a physical condition.</p>
<b>Physical restraint</b>	<p>In this policy, physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person. In some limited circumstances, it may also be necessary to restrain a student from imminent dangerous behaviours by secluding them in an</p>

	area where such action is immediately required to protect the safety of the student or any other person.
<b>Protective Physical Interventions:</b>	Protective physical interventions involve physical contact to block, deflect or redirect a student's actions, or to disengage from a student's grip. In these situations, the student remains free to move away.
<b>Seclusion</b>	Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked.

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## Appendix 5

### Form – Record of Restraint and Seclusion

*This Policy has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.*

[School name] is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This FORM is part of the [CES Limited Student Behaviour Framework](#) which is available at [insert website].

#### Staff Member(s) completing form:

<b>Name</b>			
<b>Position</b>			
<b>Date</b>		<b>Time</b>	

#### Student Details

<b>Student Name</b>			
<b>Age</b>		<b>Gender</b>	
<b>Grade</b>		<b>Disability</b>	

#### Student Details

<b>Student Name</b>			
<b>Age</b>		<b>Gender</b>	
<b>Grade</b>		<b>Disability</b>	

#### Incident Details

<b>Date of incident</b>			
<b>Start Time</b>		<b>End Time</b>	
<b>Incident location</b>			
<b>Restraint or seclusion?</b>			

When describing the incident in the following boxes use clear, descriptive language that would enable a person not present to visualise the incident. If you cannot remember events, state that.

**Describe what was happening *prior* to the occurrence of the behaviour and/or incident (triggers, antecedents, precipitating factors etc.):**

--

**Describe staff behaviours/interventions used to de-escalate and alternatives to restraint / seclusion that were attempted. If no efforts were made, explain further:**

--

**Describe the specific behaviour and/or incident that necessitated the need for restraint / seclusion:**

--

**Describe the specific behaviour and/or incident that necessitated the need for restraint / seclusion:**

--

**What was the reason that necessitated the need for restraint / seclusion?**

Immediate danger of injury to the student	<input type="checkbox"/>
Immediate danger of injury to another student or adult	<input type="checkbox"/>
Behaviour takes place in high risk environment that immediately jeopardises safety	<input type="checkbox"/>
Immediate risk of a criminal act that would impact on the safety of others	<input type="checkbox"/>
Immediate risk of serious damage that would impact on the safety of others	<input type="checkbox"/>

**What was the student response(s)?**

De-escalated quickly	<input type="checkbox"/>	De-escalated gradually	<input type="checkbox"/>
Calmed then re-escalated	<input type="checkbox"/>	Escalated (once or repeatedly)	<input type="checkbox"/>
Fatigued	<input type="checkbox"/>	Focussed on another person	<input type="checkbox"/>

**Details of injuries \***

<b>Name</b>	
<b>Position</b>	

*\* please complete an incident / accident / near miss report form*

**This is a full and accurate report of events:**

<b>Person completing the form</b>		<b>Signature</b>	
<b>Principal</b>		<b>Signature</b>	
<i>Ensure this record is forwarded to Catholic Education Sandhurst Limited by email <a href="mailto:protect@ceosand.catholic.edu.au">protect@ceosand.catholic.edu.au</a> and retained on student file</i>			



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## Appendix 6

### Restraint and Seclusion Principal Checklist

*[School name]* is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Checklist forms part of the [CES Limited Student Behaviour Framework](#) which is available at *[insert website]*.

*This checklist is designed as a prompt and tool for to guide the actions of the Principal and/or delegate after an incident where physical restraint or seclusion of a student has occurred. These actions should be taken after immediate safety and wellbeing issues have been addressed, including administering first aid as appropriate to any student or staff member who has been injured and contacting emergency services if required.*

<b>1.</b>	<b>INITIAL RESPONSE</b>	<b>Completed</b>
1.1	Provide for the safety and wellbeing of those involved	
1.2	Document the event as soon as possible using the <a href="#">CES Limited Record of Restraint and Seclusion</a>	
1.3	Notify the student’s parents as soon as practicable	
1.4	Contact the relevant member of the CES Limited Executive Management Team	
1.5	Consider what support needs to be offered to affected school community members	
1.6	Notify parents/carers of any support services being offered to their child e.g., counselling, student support	
1.7	Encourage affected staff to contact Employee Assistance Program for support	
1.8	Consider any additional support required for staff at a school level	
1.9	Review student’s behaviour support needs and/or plan	
<b>2.</b>	<b>REPORT AND RECORD THE INCIDENT</b>	<b>Completed</b>
2.1	Report to WorkSafe if required	
2.2	Ensure all staff involved provide principal a completed copy of <a href="#">CES Limited Record of Restraint and Seclusion</a>	

2.3	Complete Injury/Incident Report for school's accident/incident register	
2.4	Provide copy of completed Injury/Incident Report to diocesan personnel	
2.5	Ensure copy of <u>CES Limited Record of Restraint and Seclusion</u> is placed in student's file	
2.6	Advise any injured staff of WorkCover entitlements	
2.7	Consider whether 'reportable conduct' and action accordingly	
<b>3.</b>	<b>POST-INCIDENT SUPPORT</b>	<b>Completed</b>
3.1	Provide post-incident support to staff	
3.2	Provide post-incident support to student/s	
<b>4.</b>	<b>REVIEW PROCESSES</b>	<b>Completed</b>
4.1	Inform health and safety representative/s (if any) of incident and give opportunity to participate in evaluation of school response	
4.2	Evaluate risk assessment and management process including conducting fresh risk assessment	
4.3	Review and, if necessary, update general school policies including Emergency Management Plan and Student Behaviour Policy. Communicate changes to staff and parents	
4.4	Assess the effectiveness of the student's BSP and Student Safety Plan. If the student does not have a BSP and/or a Student Safety Plan, consider whether these should be developed. Also consider access to additional information and specialist advice where necessary	
4.5	Evaluate efficacy of emergency response equipment and systems, and upgrade as needed	
4.6	Consider the training needs of staff	

<b>Completed by:</b>	<b>Signature:</b>	<b>Date:</b>
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