



The St. Clare's Way

A School Wide Positive Relationships Framework



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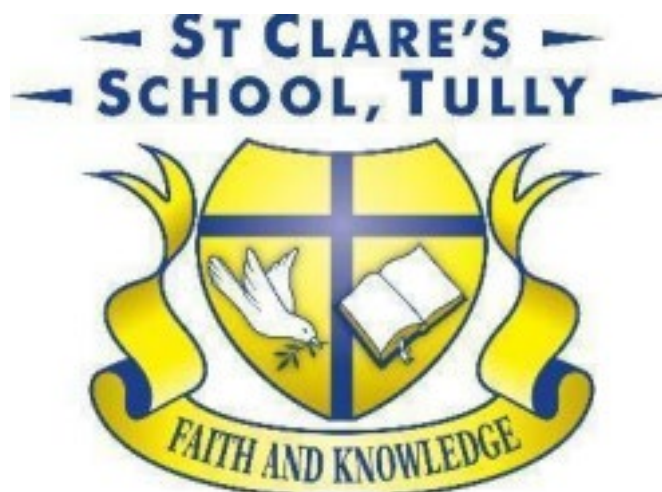
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St Clare's Mission Statement

Our Vision:

A vibrant Catholic learning community
living Jesus' values of love, respect, trust and faith.

Our Mission:

As a ministry of St Clare's Parish, we:

- Provide a quality education, enriched by Catholic tradition, in partnership with families and the wider community.
- Recognise, develop and celebrate the talent, ability and uniqueness of every person in a prayerful, safe and welcoming environment.
- Promote and commit to positive relationships, characterised by care, justice and friendship.

BUILDING A SCHOOL WIDE POSITIVE RELATIONSHIPS FRAMEWORK BASED ON OUR AGREED VALUES

The vision of Catholic Education is to offer lifelong and quality education so that each person may know and come to identify more fully with the living spirit of Christ. Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions. They and the communities in which they live and study, are sustained and enriched by the life-giving relationships that they develop.

ST CLARE'S CHARISM

Catholic Education Services aspire to a Learning Framework which has a vision to excite and empower learners to enjoy, shape and enrich our changing world that is inspired by the Gospel of Jesus Christ. At St Clare's School, we value the charism of the Augustinian and Good Samaritan traditions of our school's history. The **St Clare's Way** framework describes how we live and learn together in a Catholic Community and it is explicitly taught and reinforced in all aspects and contexts of school life.

FAITH and KNOWLEDGE

The **St. Clare's Way** is lived out through the values of our patron saint St Clare of Montefalco of **Faith** and **Knowledge**. Saint Clare was dedicated to a life of prayer as she lived in a Convent from the age of 6 with her sister Joan and tirelessly helped others in need. She developed a strong relationship with God from an early age. Saint Clare had a thirst for knowledge and lived a very simple life of prayer and meditation.

St Clare's Parish was founded by the Augustinian order of Priests and St Clare's embraces their values of:

WELCOME COMMUNITY HOSPITALITY

Community is the central focus around which Augustinian religious life revolves. In the spirit of the parable of the Good Samaritan, the values of welcome and hospitality are wonderful examples of living a Christian life. St Clare's represents a **community** that **welcomes** and displays **hospitality** to others expressed in friendship and love which nourishes respect, trust, and faith. These are the values reflected in the St Clare's Mission and Vision statement and are the values witnessed in the life and example of Jesus Christ.

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St Clare's has adopted these core values from the Augustinian and the Good Samaritan orders, and they have been broken open and school rules have been written in age appropriate language for the students to understand. These values are encompassed in the following areas of:

- Good Manners
- Friendliness
- Courage
- Persistence/Resilience
- Tolerance/Acceptance
- Compassion

At St Clare's School we aim to model our behaviours on the example of Jesus as shown through the Gospel. Jesus showed us how to live through the interactions he had with the people of his time. His own actions taught about:

- forgiveness
- making choices and being responsible for them
- making wrong situations right
- helping those in need
- welcoming others

- living peacefully
- being socially responsible
- respecting self and others
- restoring dignity in self and others
- showing empathy

St Clare's School, being true to its mission as an authentic Catholic School, aims to move beyond the management of student behaviour and extend to the transformation of student actions and attitudes to enable them to reach their full potential. The process of transformation involves empowering students to gain the skills and attitudes needed to be both personally and socially responsible for their own behaviour and make appropriate behavioural choices.

Each year and upon enrolment, parents are required to acknowledge through their signature on Parent Slips, that they support the values of St. Clare's Positive Relationships Plan. This allows everyone to be familiar with the school's expectations and to have the opportunity to discuss it with the Principal.

There may be situations where decisions are made that do not fit the outlined behaviour levels and consequences. In this case, the decision made by the Principal (or delegate) is final.

PROMOTING THE ST CLARE'S WAY In addition to

these values, the following are vital aspects to the St Clare's Way.

CLASSROOM BEHAVIOUR MANAGEMENT SYSTEMS

Class teachers implement a behaviour management system that supports the Positive Relationships plan. These systems provide a visual platform to reward positive behaviour and allow teachers and students to track behaviours that require reflection. Teachers must ensure that their behaviour system reflects the requirements of the school framework.

SOCIAL EMOTIONAL LEARNING PROGRAM

The staff at St Clare's are committed to explicitly teaching the following concepts through the implementation of a whole school SEL program:

- Self-management
- Self-awareness

- Responsible decision making
- Relationship skills
- Social awareness

RELATIONSHIPS

Relationships and community are at the very core of Christian belief. The vitality of relationships is expressed in God's Trinitarian nature: Father, Son, Spirit. This theology inspires those in Catholic Education, to strive to be a living Christian community in relationship with God, others and the world. When we remove God from our relationships, we are left with chaos, darkness and suffering. When God is central, we have hope and joy.

There is nothing more important than healthy, positive relationships and well-being within a community. Positive relationships allow everyone to achieve maximum potential and growth. A school which lives out its values of welcome, community and hospitality is a happy, caring and safe place where there is great potential for everybody's needs to be met, and where all have the opportunity to succeed and develop to their full potential.

At St Clare's, a range of beliefs, practices, programs and strategies are in place across the school which aim to develop healthy, positive school culture. These include:

- Student engagement in deep learning experiences

- The Religious Education Curriculum
- The Second Step Program
- Circle Solutions

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- Positive feedback and reinforcement
- The Zones of Regulation
- Strategies such as Restorative Practices

THE RELIGIOUS EDUCATION CURRICULUM

The RE Curriculum at St Clare's is integral to all aspects of school life. Jesus Christ is central to the curriculum, and to the Faith life and the Religious life of the School, where rich knowledge and understanding is embedded in daily decisions and life which make up the identity of St Clare's.

SECOND STEP PROGRAM

Second Step is an evidenced-based program that aims to promote connectedness and success at school through the explicit instruction of Skills for Learning, Empathy, Managing Emotions and Solving Problems. The knowledge and skills students learn in the Program are built upon as they move through Primary School and allow for differentiation and additional support

where needed. The Second Step Program aligns with the SEL Policy of the Cairns Diocese and the SEL Conceptual Framework.

CIRCLE SOLUTIONS FRAMEWORK

Circle Solutions is a means of building positive school culture, healthy relationships, resilience and responsibility in young people and underpins student well-being. *Circle Solutions* is based on the principles of agency, safety, positivity, inclusion, respect and equality. It is a democratic respectful pedagogy to develop social/emotional skills and a positive classroom ethos. Circle Solutions builds resilience and mental health, promotes empathy, reduces bullying and fosters school connectedness. This builds an effective learning environment. At times, our School Counsellor supports teachers with this practice.

RESTORATIVE JUSTICE PRACTICES

Definition:

Restorative practice is a strategy that seeks to repair relationships that have been damaged. It also encourages restorative actions by students to create a sense of wellbeing and connection with others.

Rationale:

Education in schools is largely about relationships, which can often develop into conflicts which require resolution, forgiveness, and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others. The aim of this initiative is for schools to develop an understanding of restorative justice and learn skills and practices for use in the classroom. It is acknowledged that these prevention measures may lead to and / or require the use of interventions for more serious offences. It is hoped that

consistent use of restorative practices in a school setting will change attitudes and represent a philosophical shift in thinking about students and problem behaviours away from the use of punishment, to the management of situations using a restorative approach.

Affective Questions

These questions are provided to school staff to assist in managing conflicts or potential conflict situations and working towards resolution.

Affective Questions	Focus Area
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<ol style="list-style-type: none"> 1. What happened? 2. How did it happen? 3. How did that make you feel? 4. What was your brain saying? 5. What choice did you make? 6. How were they affected? 7. What do you need for this to be better? 8. If you find yourself in the same situation again how could you behave differently? 	<p>Focus on the specific behaviour or incident without blaming.</p> <p>Draw out who was affected and how they were affected.</p> <p>Direct questions toward problem solving what needs to happen to 'make things right'.</p>
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Affective statements

- Reflect on the impact that the behaviour or incident has had on you and others
- This may include you as a teacher, Assistant Principal or Principal
- Consider the effect on other students, the class, the year, other teachers, parents, or the school community as a whole.

St Clare's staff use the restorative justice framework when required for class or playtime incidences. For more serious behaviours (Level 2 or 3), a student may participate in a restorative justice session with a teacher during their lunch time to complete a 'think' sheet about the incident and ways they can restore the relationship that has been affected. These 'think sheets' are sent home with the students for parents to sign and then returned to school.

POSITIVE FEEDBACK AND REINFORCEMENT

The staff of St Clare's are committed to promoting and coaching students to choose responsible behaviours. We believe that the most effective method of this includes:

1. Making expectations explicit through teaching and regularly revising and referring to them
2. Acknowledging students doing the right thing
3. Providing behaviour specific feedback
4. Using positive reinforcement through applying consequences for good choices

Students are not born responsible - they learn responsibility. St Clare's is committed to building a school environment that enhances responsibility and cooperation. It is a positive approach which results in students being positive and enthusiastic about school and keen to cooperate with teachers. Teachers may implement some of the following strategies in their classroom or in the playground:

Positive Reinforcement Options	Supporting Positive Behaviours
<ul style="list-style-type: none"> • Verbal (praise/acknowledgement) • Stickers, stamps • Bank accounts (money, stickers) • Raffle tickets • Written comments (email, note) • Thumbs up • Marble jar • GETO award • Points for groups • Treasure box • Positive time out • Sports/games • Privileges • Principal visit (for sticker) • Class Appreciation Journal 	<ul style="list-style-type: none"> • Essential Skills Classroom Profiling (see Appendix) • Seating arrangement • Negotiate rules with class and display • My Classroom Behaviour Agreement (see appendix) • Identify students' strengths and interests to redirect behaviour • Teach emotional regulation skills e.g. Zones of Regulation • Buddy class time • Peer mentors

These are just some of the ideas that are used within each class to promote good behaviour with a view to developing self-discipline.

RIGHTS AND RESPONSIBILITIES

Students

RIGHTS	RESPONSIBILITIES
<i>Students have the right to:</i>	<i>Students have the responsibility of:</i>

Be treated with courtesy and respect	Treat others with courtesy, respect and use manners
Work in a clean, safe, and positive environment	Contribute to a clean, safe and positive environment
Learn without disruption	Follow instructions and be considerate and tolerant of others
Have their property respected	Work to the best of the ability
Be proud of their achievements	Be attentive and cooperative at all times
Express themselves freely	Respect the property of others
Develop and grow to their full potential	Participate fully in their education program
Be able to report to someone if they feel unsafe	Act in a manner which shows pride in themselves and our school

Staff

RIGHTS	RESPONSIBILITIES
<i>Staff have the right to:</i>	<i>Staff have the responsibility of:</i>
Be treated with courtesy and respect	Provide pastoral care to the whole school community
Work in a clean, safe and positive environment	Ensure that the school environment is positive and safe
Teach without disruption	Ensure good organisation and planning
Manage students in learning environment	Provide relevant and challenging educational programs

Be supported by the whole school community	Support the school's ethos, policies and procedures
Be provided with PD, support and coaching with managing student learning	Establish and maintain avenues of communication with parents
Use professional judgement in catering for the needs of students	Adhere to the Employee Code of Conduct

Parents

RIGHTS	RESPONSIBILITIES
<i>Parents have the right to:</i>	<i>Parents have the responsibility of:</i>
Be treated with courtesy and respect	Encourage and expect their child to respect school, staff, property and rules
Be and feel welcome in our school	Ensure that their child has appropriate materials needed for learning and correct uniform
Be informed about their child's progress	Support the teachers in their efforts to form good work and behaviour patterns
Have any personal information treated confidentially and privacy respected	Monitor their child's progress
Expect their child to participate fully in his/her educational program	Be supportive of the school's ethos, policies and procedures
Be given the opportunity to express their views/ opinions on school related topics	Consult with school personnel with respect and courtesy at a mutually convenient time
Take an active role in P & F and School Board	Respect the privacy of other students and staff
	Act in accordance with the Diocesan Parent and Volunteer Code of Conduct

BUILDING THE CLARE'S WAY

At the beginning of each year, teachers will provide opportunity for students to break open the core values that are reflected in our school rules – Good Manners, Friendliness, Courage, Persistence, Tolerance and Compassion. These values in action become the **St Clare's Way** and are always linked back to the example of Jesus Christ. It is very important that these values are revisited and referred to throughout the year.

At the start of the year, teachers will develop expectations using positive language. They will:

- Work with students to develop the expectations
- Explicitly teach the expectations and what they look like in different contexts (internal and outdoor learning spaces, the library, liturgy etc) and provide behaviour specific feedback to students on their choices for both good and non-compliant behaviour. The emphasis is on 'catching' students making good choices
- Use the expectations to set goals with the class, group or with individuals. These will be linked to class and school award systems such including the Assembly Awards, and House Points
- Display the expectations and goals, using visual cues and explicitly explain the process for class rewards
- Display the consequences for both good and negative choices
- Share the expectations with parents and carers
- Refer to the expectations constantly and revisit them throughout the year

AWARDS

There are three categories of awards at assembly each week – Academic Award, Social Emotional Learning Award and St Clare's Way Award. Students are selected for their academic performance, attitudes or behaviours identified for each award. Awards are celebrated in the next edition of the School Newsletter.

CLASSROOM MANAGEMENT FRAMEWORK

The Classroom Management Framework works within a positive school culture. The aim of classroom management is to provide teachers with the skills to develop positive relationships that enhance student and teacher wellbeing and focus on engaging students with the learning in a way that is respectful and inclusive of all. Teachers are encouraged to use the Essential Skills of Classroom Management. The Essential Skills are a set of ten strategies evidenced to assist students in developing self-regulation through the development of positive relationships and learning culture. Teachers will use a range of Essential Skills, from the least to most intrusive. These can be found in the Appendix.

RESPONDING TO BEHAVIOURS THAT ARE NOT THE ST CLARE'S WAY

NATURAL AND LOGICAL CONSEQUENCES

If consequences are to be effective, they need to be logical and natural. The goal of logical consequences is to help students develop internal understanding, self-control and a desire to follow pro-social behaviours that are conducive to building positive relationships and learning. Students will want to choose better choices and enjoy the positive consequences through reflection and practice. Logical consequences are respectful of the child's dignity and are directly related to the child's behaviour. The key to logical consequences is the certainty, not the severity of the consequence/s being applied. Teachers are consistent across the school.

RE-ENTRY

The re-entry process is key to growth and in providing an opportunity for the student to change or modify their behaviours. Before a student re-joins the learning group, activity or playground, they must be able to articulate what mistake they made (bad choice) and what they should have done. They are invited to re-join if they agree to the established expectations and can articulate what will happen should they choose bad choices within a set time frame. The child only re-enters once the teacher is satisfied that the student understands what they are to do should they re-join the learning or play. Students are not to re-enter without this process.

Teachers ask:

- What did you do? What wrong choice did you make?
- What is the *St Clare's Way*? What else could you have done?
- What do you need to do if you re-enter the class?
- If you choose the wrong choices again, what do you think will happen?

BULLYING

As a member of the Queensland Schools Declaration Against Bullying and Violence, Catholic Schools are publicly committed to working together with staff, parents and students in addressing bullying in our schools. The Queensland Schools Declaration Against Bullying and Violence recognises the issues facing students, school staff and parents are complex, and the possible responses are varied given the unique characteristics of our school and general population.

There is clearly a common concern about bullying, cyber bullying and violence in schools, and a need for effective responses to support students, parents and schools at the individual school, broader community and systemic policy levels. At St. Clare's School, Bullying is a Level 3 behaviour and will be treated as such under the school's Positive Relationships Plan. (See definition of Bullying below)

What is Bullying?

The Queensland Schools Alliance Against Violence Working Together Toolkit (2010. P. 6-7) identifies five types of bullying:

1. **Physical Bullying** When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal Bullying** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert Bullying** Such as lying about someone, spreading rumours, negative facial expressions, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological Bullying** Examples include threatening, manipulating or stalking someone.
5. **Cyber Bullying** Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The following behaviours DO NOT constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness, intimidation or violence

While these behaviours would not be constituted as bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

BULLYING CONFERENCE

In the event that an incident of bullying has been established and verified, St Clare's School may need to facilitate a conference between all parties which will be structured, facilitated and end with a mutual agreement being drawn between all parties.

STUDENTS WITH ADDITIONAL OR COMPLEX NEEDS

As an inclusive community, it is acknowledged that students with additional or complex needs may require additional support to meet behavioural expectations so that they are safe, learning to their potential, and can form positive relationships. Students with additional or complex needs will still need to meet behavioural expectations.

Student support practices in the school seek to facilitate the development and exercise of responsible self-discipline among students. They also seek to promote the wellbeing and good order of the school community. All students, including those with complex or exceptional needs, are required to meet appropriate behaviour expectations.

LEVELS OF BEHAVIOURS

The following levels act as guides for teachers and Leadership, students and parents to provide an understanding of strategies to assist students to remain consistent with the **St Clare's Way**.

LEVEL 1 BEHAVIOUR AND CONSEQUENCES

The aim of this level is to assist the student to be aware of behaviours they are choosing which are not consistent with the **St Clare's Way**, the schools values or behavioural expectations and which are hindering their learning or the learning of others. Level 1 behaviours are low level and do not cause harm or violate the rights of others. Level 1 behaviours are managed by teaching and learning staff and do not require intervention from the Leadership Team or specialist teachers. The consequences should be natural and relative to the behaviour.

Examples of Level 1 Behaviours	
<ul style="list-style-type: none"> • Calling out • Not sitting on chairs properly • Not listening • Forgetting manners • Taking shoes off at play/before going home Making noises • Walking around the classroom • Running on cement • Pulling faces • Not wearing hat • Scribbling on books • Off task • Answering for others • Disturbing others • Not minding own business • Not playing games by the rules • Writing on someone else's work 	<ul style="list-style-type: none"> • Littering • Bossing others around • Eating chewing gum • Talking in class when asked not to • Minor gestures- rolling eyes, shrugging shoulders • Incidental Swearing • Not sharing or taking turns • Speaking when a teacher is speaking. • Not completing or handing in homework • Not lining up in the correct manner • Taking someone else's equipment without asking. • Speaking rudely to peers • Not following teacher direction • Deliberate littering

TEACHER RESPONSE-SUPPORT

- Essential Skills such as descriptive encouraging, cueing with parallel acknowledgement, verbal redirection to learning, description of reality and individual close talk.
- Redirection to learning – Non-verbal preferably

- Restatement of the *St Clare's Way*

Most students will change their behaviour by using Essential Skills Top 5 at Level 1 behaviours. If behaviours persist, follow the process outlined in Level 2.

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SUGGESTED ACTIONS AND CONSEQUENCES (Teacher Directed – class records kept)
<ul style="list-style-type: none"> ● Use of Classroom Management Charts – e.g. moving names up and down according to behaviour ● Give choice ● Use of Restoration questions (see Appendix) ● Make up lost learning time ● An individual celebration chart would be appropriate to assist the student to modify their behaviours.

LEVEL 2 BEHAVIOURS AND CONSEQUENCES

Level 2 behaviours can be Level 1 behaviours that are repeated despite positive, effective classroom practices, or they may be behaviours that are more disruptive and serious in nature. The aim for students in this level is to assist them to be aware of the impact of their behaviours on their learning and the learning and well-being of others. Level 2 behaviours may be repeated or be one-off occurrences.

Examples of Level 2 Behaviours
<ul style="list-style-type: none"> • Continued Level 1 behaviours • Ignoring teacher direction • Minor defiance or disobedience • Speaking disrespectfully to others (back chatting, swearing at others, teasing) • Pushing or shoving • Poor behaviour on excursion/event/function • Graffiti and minor destruction • Bad sportsmanship • Rude gestures • Petty theft - taking to keep • Lying with evidence or admission • Throwing objects at other students • Not admitting responsibility for actions • Ostracise others from a group • Treating equipment roughly

TEACHER RESPONSE-SUPPORT

Students who choose behaviours at Level 2, require an immediate natural consequence which is teacher directed. Teachers must record the incident in Engage and notify parents if necessary.

SUGGESTED ACTIONS AND CONSEQUENCES (Teacher Directed – recorded in ENGAGE)
<ul style="list-style-type: none"> ● Continue use of the ESCMs ● Time out in the classroom ● Time out in another classroom ● Loss of a privilege ● Restorative Justice session if deemed appropriate ● Apology ● Community service ● Loss of reward time ● Communication with parents where required. ● Use of Behaviour Monitoring Chart (see appendix) ● Re-entry

Before Level 2 behaviour can be considered as Level 3, communication needs to take place with the parents (phone call or interview) explaining that their child has continued to choose inappropriate behaviours at Level 2 and further consequences would now be treated at Level 3 in accordance with the Framework.

A member of the Leadership team needs to be informed that communication has taken place.

A meeting may be called to discuss the effectiveness of the Level 2 Positive Support Plan and to organise specialist's meetings and a parent teacher meeting to obtain further information.

LEVEL 3 BEHAVIOUR AND CONSEQUENCES

Behaviours at Level 3 are highly disruptive to the learning and well-being of the student/s involved and impact that of others. Students whose behaviours fall in this category need considerable support to re-engage in behaviours consistent with the school's values and the established expectations of the *St Clare's Way*. Behaviours at a Level 3 include those that are non-negotiable, including verbal and physical aggression, self-harm, bullying and consistent non-compliance.

Examples of Level 3 Behaviours (MAJOR BEHAVIOURS)

- Continued Level 2 behaviours
- Spitting at others
- Disobeying teacher's instructions - Major defiance
- Leaving school grounds without permission
- Deliberate destruction of property
- Inappropriate use of school digital devices and technology
- Intentional harm to another student
- Ganging up on others
- Directed and/or aggressive swearing
- Biting
- Racial harassment
- Sexual harassment
- Gender harassment
- Major dishonesty Bullying behaviours – repeated and targeted
- Misuse of devices, email or inappropriate online behaviour (ICT User Agreement)

TEACHER RESPONSE-SUPPORT

- Continue use of the Essential Skills
- Consider removing the class from the situation if necessary
- Call for assistance if necessary
- Reassure the class
- Debrief with a colleague privately (not in public e.g. staffroom)
- Follow up with a class discussion/post lesson discussion
- Enter the incident into Engage with detailed notes
- Review positive behaviour support plan
- Place a referral to the Diverse Learners Team for on-going negative behaviours

SUGGESTED ACTIONS AND CONSEQUENCES

(To be dealt with by the teacher in consultation with Leadership)

- Behaviour card or other strategy (see Appendix)
- Leadership representative and teacher meet with parents
- Incident recorded on Engage (mandatory)
- Withdrawal from in and out of school activities (could include representative sporting events)
- Internal suspension if appropriate by Principal
- Loss of Leadership privileges

Reference to the Diocesan Detention/Suspension and Exclusion Policy. At Level 3, the child will be on a Positive Support Plan and the Principal or APRE is involved in managing the behaviours in consultation with the teacher.

SCHOOL LEADERSHIP TEAM RESPONSE-SUPPORT

In collaboration with the Diverse Learners Management Team, specialists and other support personnel, the Principal will consider further adjustments that are reasonable for the school to manage and/or consider further action in accordance with CES policy

LEVEL 4 BEHAVIOUR AND CONSEQUENCES

Behaviours at Level 4 pose major disruption to the learning, well-being and safety of the student/s involved and have a highly, negative impact on that of others. Students whose behaviours fall in this category require considerable support both from the school and other specialists and professionals to re-engage in behaviours consistent with the St Clare's values and expectations.

Examples of Level 4 Behaviours
<ul style="list-style-type: none">• Continued Level 3 behaviours• Serious physical aggression• Fighting (major physical violence)• Verbal abuse of staff and other adult supervisors• Stealing other's possessions – major theft• Wilful property damage / vandalism - major• Bringing to school or using weapons• Bringing to school or using drugs• Threats of violence against others

When there has been an extreme breach of the **St. Clare's Way** (includes but not limited to physical or verbal violence) students will experience a consequence which will be decided upon by the classroom teacher and Leadership Team.

This may include but not be limited to:

- Parental contact with a follow up meeting (compulsory)
- Internal suspension for a set length of time and loss of contact with the class and loss of privileges
- External suspension for a set length of time with a re-entry process.

Parents may be required to come to the school and take their child home. This sends a very strong message to the student and parents that the student's behaviour was extremely

unacceptable at St Clare’s School. It also provides the school community the opportunity for distance from that child as they have most likely violated trust and broken relationships. In the spirit of restorative justice, upon the child’s return to school, they engage in a process of ‘making things right’ with those they have affected. This level is always at the discretion of the Principal/Leadership Team and is in accordance with the Diocesan Policy for Suspension and Exclusion

TEACHER RESPONSE-SUPPORT

- Consider safety of others
- Follow de-escalation plan
- Send for assistance
- Avoid escalating the situation by communicating aggression in any form (physical or verbal)
- Maintain calmness and detachment
- Remain firm but positive
- If deemed appropriate to do so, give choices

SUGGESTED ACTIONS AND CONSEQUENCES
<ul style="list-style-type: none"> ● Consider removing the class from the situation if necessary ● Call for assistance if necessary ● Reassure the class ● Contact parents ● Debrief with a colleague privately (not in public e.g. staffroom) ● Follow up with a class discussion ● Incident recorded on Engage (mandatory) ● Exercise the Diocesan Detention, Suspension and Exclusion Policy ● Withdrawal from all classroom/school activities ● Loss of privileges including attendance at visiting performances, representative sport and leadership roles/privileges ● At this stage in the process, all consequences are coordinated through the Leadership team. ● School Effectiveness Director is advised and consulted ● Mandatory Reporting Procedures ● Review positive behaviour support plan

The steps for formal sanctions usually indicate that the school will:

- clearly identify the problem and the individual involved.
- indicate clearly to the student the nature of the unacceptable behaviour and the possible consequences.
- ensure written records of the incident/s and the action taken with the student are kept.

- in discussion with parents outline the situation and possible courses of action to take.
- expect that suspension be employed prior to any action leading to exclusion.
- work from least to most intrusive intervention strategies. But if the support offered by the school is not affecting the desired improvement, then the seriousness of the situation must be conveyed to the student and parents.
- consult with, or refer to, Cairns Catholic Education Services, as appropriate.

SCHOOL LEADERSHIP TEAM RESPONSE-SUPPORT

In collaboration with the Diverse Learners Management Team, specialists and other support personnel, the Principal will consider further adjustments that are reasonable for the school to manage and/or consider further action in accordance with CES policy.

ASSOCIATED DOCUMENTS FOR REFERENCE

<p>Enrolment of Students in Catholic Schools https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/ Policies/Enrolment%20of%20students%20in%20Catholic%20schools.pdf</p>
<p>Student Anti-Bullying https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/ Policies/Student%20Anti-Bullying.pdf</p>
<p>Student Protection https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/ Policies/Student%20Protection.pdf</p>
<p>Student – ICT Acceptable Use https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/ Policies/Student%20-%20acceptable%20use%20of%20ICT%20and%20social%20media%20policy%20with%20agreements .pdf</p>
<p>Student Suspension and Exclusion https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/ Policies/Student%20suspension%20and%20exclusion.pdf</p>
<p>Guidelines for Early Identification and Intervention Referral Pathways https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Guidelines%20and%20Procedures/Early%20intervention%20and%20referral%20pathways.pdf</p>

