
Behaviour Support

Purpose of this Procedure

This procedure relates to the implementation of behaviour support responses as guided by the Student Welfare Policy, Bullying Policy and as outlined in the Enrolment Agreement.

As per the Student Welfare Policy, consideration of a student's individual circumstances will be given and welfare supports put in place as an alternative option to, or in conjunction with any protective measures. Teachers are expected to liaise closely with the Campus Principal, Campus and Wellbeing Leader regarding individual students who may be experiencing significant and complex needs to ensure the student's wellbeing is being considered in any further action.

Cire Community School's behaviour management procedures are guided by trauma informed education practice and are designed to promote student engagement and commitment to their education. The procedures are designed to encourage students to take opportunities for growth and change.

A response is warranted when the student's behaviour negatively impacts students' learning, safety, or respectful relationships.

Procedure

Focus Plan Procedure

- All Cire Community School students are to complete/update a Focus Plan in consultation with staff at enrolment and/or at the start of each school year. This is revisited regularly and reviewed at the beginning of semester 2 in consultation with the student, staff and parent/guardian.
- The strategies outlined in the Focus Plan must be negotiated with and agreed upon with the student's teacher.
- Focus Plans will be accessible in their classroom either on the student's table, or a wall poster, and in Compass. The focus plan will detail at least 3 strategies the student may use to support regulation. The strategies for regulation should be on or close to the student's desk.
- Students are to be regularly reminded to access their focus plans of their own volition.
- A student who is showing signs of escalated behaviour and/or is unable to maintain a safe and respectful presence in the classroom, will be asked to put their Focus Plan into action.
- Students who are responsive to the strategies they implement as part of their Focus Plan may re-engage with their class when they can make a verbal commitment to maintaining safe and respectful relationships in the classroom. They are then expected to re-engage with the learning activity.

Reset – Return Procedure

- Students who are not able to utilise their Focus plan or return to a safe and respectful state, will be asked to take time to “Reset” for further support.
- Students who are instructed to “Reset” will be supervised by the teacher or learning assistant outside the class space. Members of the School Leadership or the Wellbeing Team will support the step out to provide further support for the student to reengage with the classroom if the teacher or learning assistants are unable to do so. While in “Reset” students will be given the opportunity to reflect and regulate through our restorative reflect, repair, and restore process.
- Students will remain in the designated “Reset” space as defined by the classroom educators until such time that a restorative conversation can be facilitated with staff and or impacted students. Wherever possible, this is time limited to 30 minutes.

- A student may “**Return**” to their classroom once a restorative conversation has taken place and the student has indicated that they are once again ready to be safe and respectful. Students who are not ready to participate in a restorative conversation and demonstrate that they are safe and respectful will be **Stepped Down**.

Step Down – Step Up Procedure

- A student who is **Stepped Down** may be asked to do so only by the Executive Manager, Campus Principal or Wellbeing Leader if they are unable to safely be on campus or being too disruptive for others to learn. They will be asked to leave for the remainder of the day.
- Parents/carers will be contacted at this time to inform them of the Step Down and invited to attend a restorative meeting on the next school day if this is safe to do so. In some cases this may be 2 days dependent on the nature of the Step Down. ***In the instance that a parent/carer cannot be contacted, the student will be supervised on site by a member of the Wellbeing team for the remainder of the day or alternative arrangements agreed upon with parent/carer.***
- The student will be required to return the following morning (or at a time to be determined) for a restorative meeting with their teacher, a member of the school leadership team and or other aggrieved parties. The restorative meeting will provide an opportunity to reflect and to discuss strategies for avoiding similar situations in the future.
- If the student engages in this process, then they will be invited to return to school. This will be referred to as ‘**Stepping Up**’.
- Should a student refuse to engage with the restorative meeting, they will remain stepped down until such time as they are prepared to participate.

General behaviour management guidelines

- **Corporal punishment is not permitted under any circumstance.** The school's formally trained staff will only use restrictive interventions once all other de-escalation techniques have been exhausted.
- At enrolment, students will be provided with an Enrolment Agreement. The Enrolment Agreement details the expected standards of behaviour students are expected to abide by. This is to be signed by the student and parent/guardian.
- All behaviour support for significant compromises to a safe and respectful environment must be documented and recorded in Compass Chronicle.
- Parents or carers must be kept informed of any such incidents involving their child and the subsequent measures initiated. Communications must be documented and recorded in Compass Chronicle.
- Students requiring further support with ongoing behaviours that challenge will have a Behaviour Support Plan developed with input from the student, family, coordinator of wellbeing, teaching staff, Positive Behavioural Support Specialist and any caseworkers as required. In some cases, a Behaviour Contract may also be put in place to manage the student’s behaviour.
- Where a student is removed from class, a duty of care remains to ensure that the student is supervised.
- Cire Community School has a zero tolerance to verbal abuse of staff. In instances where a student verbally abuses a staff member, the reset procedure will be enacted immediately. When the student returns, they are expected to be part of a restorative meeting. The situation that led to the verbal abuse should then be reviewed in consultation with the student and affected staff member.
- For incidents that occur outside of class hours, a response cannot be implemented unless it impacts on a student’s ability to successfully participate during class. Example: a student is cyber-bullying another student outside of class hours. The victim is impacted significantly and cannot engage in their studies. This out of school behaviour can then be addressed with further action.
- Incident and Accident Reporting procedures must be followed at all times.
- If any student feels they have been treated unfairly, they have the right to make a complaint or appeal the decision as per the ***Cire Services Complaints and Grievances Form.***

Procedure for responding to reports of bullying or harassment, including cyber-bullying

- All incidents or allegations of bullying reported must be taken seriously, fully investigated and documented with those involved and witnesses.
- Parents or guardians of students involved must be informed.
- Follow up actions with students will be individually based and determined by restoring safety and respect. These may be exploring student contracts devised, consultation with parent or guardians and further analysis of behaviours that challenge. A Step Down may be considered.

Additional guidelines for applying behaviour support or further measures

- As a practice, Cire Community School does not use detention as an appropriate response.
- If the supports put in place to support the student, are not successful in positively addressing the student behaviour, the following responses may be considered:

Other strategies to support safety, learning and respect

- Withdrawal from an activity
- Modified Program
- Tier 1 & Tier 2 Positive Behaviour Support Strategies

Exclusion from school (Step Down or Permanently Withdraw):

In some instances it may be appropriate to Step Down or withdraw a student who consistently compromises the safety and order of the program in order to protect the learning environment for remaining students and continue with effective teaching. Stepping down or permanently withdrawing students are serious measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

- The decision to Step Down a student is made by a member of the school leadership team.
- The decision to withdraw a student, or suggest they are permanently withdrawn from the school is made by the Executive Principal in consultation with the Campus Principal.
- Step Downs should be applied for as short a time as possible, and the student and family should be supported to engage in appropriate services that may assist in the challenges experienced by the student.
- All Step Downs will be input into the students Chronicle on Compass for tracking and record management.

Grounds for Step Down:

In order for step downs to be an option, the student's behaviour must have occurred whilst attending classes, during a structured break, during an off-site class activity/excursion or travelling to/from class.

The student's behaviour must meet one or more of the following conditions:

- Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety, or wellbeing of any person.
- Causes significant damage to or destruction of property.
- Commits or attempts to commit or is knowingly involved in the theft of property.
- Possesses, uses, or sells or deliberately assists another person to possess, use or sell illicit substances or weapons.
- Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

- Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Permanent withdrawal from the program:

This option will only be used after all other forms of behaviour support have been exhausted and the student's behaviour is of such magnitude that withdrawal from the school is the only available mechanism. The student will be actively supported by senior school management and wellbeing staff to engage in appropriate support services and look at alternative educational options (Permanent Withdrawal and Student Exit Procedure).

Related Policies and Procedures

- Student Welfare Policy
- Cire Services Complaints and Grievances Form
- Student Rights and Responsibilities Contract
- Permanent Withdrawal and Student Exit Procedure
- Enrolment Agreement

Organisational Area

Cire Community School

Approved by

The Board

Signature:



Date: May 2023

Operative Date

May 2022

Reviewed: May 2023

Review Date

May 2025