



# St Agatha's School

Pennant Hills, NSW

## Pastoral Care & Student Wellbeing Guidelines

Updated 24/10/22

### PURPOSE

At St Agatha's Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore, all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.

At St Agatha's Catholic School, we believe in adopting proactive strategies for defining, teaching, and supporting appropriate student behaviours in order to enhance learning.

Our school Behaviour Management Guidelines takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other – students, staff and parents.

These guidelines inform school-based procedures and practices for pastoral care and student wellbeing. They should be read in conjunction with the DSS Pastoral Care & Student Wellbeing Policy and other related system and school policies and guidelines. These guidelines aim to promote a climate of care through respectful relationships within a safe, supportive and inclusive learning community.

Pastoral Care refers to all actions taken within a school to promote a climate of care that enhances the personal, social, physical, emotional, mental and spiritual wellbeing of students and staff. Pastoral care within a Catholic school community is inspired by the teaching and lived example of Jesus Christ, with a focus on person-centred care that nurtures a strong sense of belonging, inclusion and identity. Drawing upon the Catholic tradition, pastoral care upholds the dignity of the human person through compassion, justice and respect in the belief that everyone matters.

### DEFINITIONS

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behavioural expectations.
- *Challenging Behaviour* is behaviour that significantly challenges the day-to-day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.

Our school guidelines are informed by the [Australian Student Wellbeing Framework \(ASWF\) 2018](#) which outlines the five key elements and evidence-based practices that promote wellbeing, safety and learning. These include:

1. Leadership – Visible leadership to inspire positive, faith-filled school communities.
2. Inclusion – Inclusive and connected school culture inspired by the Gospel values.
3. Student voice – Authentic student participation that builds student voice and agency.
4. Partnerships – Effective family, parish and community partnerships.
5. Support – Wellbeing and positive behaviour support.

**Corporal punishment by any school person or non-school person is not permitted.**

## 1. LEADERSHIP

Our school Pastoral Care & Student Wellbeing Guidelines are underpinned by our school's Mission/Vision statement and values.

### Vision Statement

To be a Catholic school of excellence where individuals will reach their full potential in a safe and caring environment.

### Mission Statement

- Enhancing faith development by providing a welcoming Catholic community as an integral part of St Agatha's Parish
- Being a school of excellence in teaching and learning
- Valuing each person as an individual, believing each person has a different potential for spiritual, moral, intellectual, emotional and physical development
- Providing a safe and caring environment in which the learning takes place.

Principals and school leaders play an active role in building a positive faith-filled learning community that feels included, connected, safe and respected. The principal and school leaders have overall responsibility for the leadership of pastoral care and student wellbeing. This is supported by St Agatha's *Wellbeing Team*.

### School leaders and the Wellbeing Team

The role of the Wellbeing Team includes:

- Ensuring the school's vision and values are promoted and 'lived out' within the school community
- Seeking students, staff and parents perspectives about safety, wellbeing and learning
- Developing collaborative partnerships with students, families, the parish and community
- Developing and implementing whole school policies, plans, guidelines and structures that promote the safety and wellbeing of students, staff and families
- Monitor and review school capacity and data to identify areas of strength and improvement
- Monitor and review pastoral care and student wellbeing strategic priorities in the school improvement plan and communicate these to the school community.

The Wellbeing Team consists of a representative group including the Assistant Principal, REC and class teachers across the grades.

The school counsellor plays a vital role as a member of the wellbeing team or supports the team by, contributing to the wellbeing team and school improvement planning process, providing clinical and case management support for students, and facilitating professional learning as required.

The team meets once a term and Minutes and agenda items are recorded in Google Drive in the Wellbeing Team folder.

### Key roles and responsibilities

The key roles and responsibilities of the wellbeing team are outlined in Appendix X.

### The school Wellbeing System

St Agatha's Catholic Primary School has adopted a whole school approach to promote positive behaviour whilst preventing inappropriate behaviours. This approach, Positive Behaviour for Learning [PBL], has a strong and explicit emphasis on *teaching* appropriate behaviours and providing systems of support. Embedded within this approach is the whole school practice of Restorative Justice.

***“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”***

*The school wellbeing system and structure:*

Our school follows the principles of the PBL (Positive Behaviour for Learning) Framework. The purpose of PBL is to teach appropriate and positive behaviour to create a climate of cooperation, academic excellence, respect and safety.

PBL is a whole school program which focuses on the expectations of students being respectful and responsible learners. Each week a new expected behaviour is the focus. This particular behaviour is taught and modelled to the students.

Students are rewarded for meeting the expectations with a mini merit card. They can receive mini merit cards both inside and outside of the classroom for meeting the school expectations. When students do not meet the school expectations, teachers work with them to learn and develop the skills needed to demonstrate more positive behaviour.

### **PBL Rewards and Mini Merit Cards**

Individual students receive mini merit cards for demonstrating behaviours that are respectful, responsible and learners both in the classroom and on the playground in response to expected behaviours taught.

Students tally their mini merit cards in order to receive a PBL Bronze Award, PBL Silver Award, PBL Gold Award, PBL Platinum Award and PBL Principal's Award.

10 cards = Bronze PBL Award

20 cards = Silver PBL Award

30 cards = Gold PBL Award

40 cards = Platinum PBL Award

50 cards = Principal's PBL Award

Principal's Award

Students who receive a PBL Principal's Award are rewarded with a special morning tea

K-6: the class teacher is the first point of call for all pastoral care and learning matters which can be escalated to the school principal where there are areas of significant concern especially in regard to safety and risk of harm. The house system is an extension of the pastoral care structure and builds students connection across the grades for significant events such as the swimming and athletics carnivals.

### Data

The school uses a range of wellbeing data to inform school improvement planning and responses eg. counselling, attendance, Compass chronicles on behaviour, Tell Them From Me (TTFM), Australian Early Development Census (AEDC) and the personal and social capability or the Social and Emotional Learning (SEL) continuum. These data sets are analysed by school leadership and the wellbeing team each term to inform planning.

The TTFM survey will be implemented each year for students, staff and parents to respond.

### Records and Notes

Staff are to maintain and monitor wellbeing records using Compass and to be cognisant of privacy and confidentiality.

## **2. INCLUSION**

All members of St Agatha's Catholic school community (staff, students and families) "are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships" (ASWF). Staff, students and families play an important role in building and sustaining a connected school culture that enhances a sense of belonging and identity.

### Key strategies

Our school community implements the following key strategies to promote a safe, supportive and inclusive school culture: <Insert>

- Our school approach to discipline has its basis in our pastoral care for each other – students, staff and parents. We believe that Pastoral Care:
  - has the life of Jesus Christ as its focus;
  - is concerned with the dignity and integral growth of the individual;
  - is a responsibility entrusted to all members of the faith community;
  - is a force for healing, reconciliation and liberation, and
  - is an expression of, and commitment to, justice.
- All staff members share the responsibility to:

- support DSS and school policies and guidelines
- treat all members of the school community with dignity and respect
- work collaboratively with one another.
- Teachers teach and model and promote values and behaviour that support and maintain a safe and supportive learning environment
- Parent/Families support their children to develop and maintain positive, caring and respectful relationships (including online interactions)
- Students are expected to follow the school-wide behavioural expectations and to seek help and report student wellbeing and safety concerns for themselves and others
- Students, staff and parents have opportunities to provide feedback on school culture, safety, levels of support and inclusion
- Implements policies and procedures that support safety and wellbeing eg. Behaviour Support, Anti-Bullying, Child Protection, Cyber-Safety, social media, Attendance
- Promote positive, caring and respectful student-peer, student- student, teacher-parent and teacher-teacher relationships.

### Curriculum and pastoral care programs/frameworks

Curriculum and pastoral care programs/frameworks that develop students' SEL skills outcomes that value diversity, and foster positive, respectful relationships are outlined below.

#### Curriculum:

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve broad learning outcomes. The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

The general capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century. The general capabilities are: Critical and Creative Thinking, Ethical Understanding, Information and Communication Technology, Intercultural Understanding, Literacy, Numeracy and Personal and Social Capability (SEL). The NESA syllabuses include other areas identified as important learning for all students: Civics and citizenship, Difference and Diversity and Work and Enterprise.

### Pastoral care programs/frameworks

This may include reference to: school pastoral care and wellbeing teaching and learning practices eg. key frameworks (eg. PBL,), SEL, Growth Mindset, Restorative Practices, Positive Education/Psychology initiatives, Student leadership, Anti-Bullying – Bullying No Way Day, Harmony Day develops intercultural understanding, Mental Health Month - RUOK Day?, Outdoor Education camps, Retreats, Feast Day Celebrations, Public recognition, awards and rewards, Transition programs such as, pre-school - Kindergarten.

### Professional learning

Professional learning for staff is scheduled annually to enhance staff wellbeing and address, legislative and policy changes, wellbeing matters such as effective teaching and learning practices, behavior management, anti-bullying, mental health, social media, Australian Student Wellbeing Framework modules.

Targeted professional learning is also provided for school leaders, pastoral care & wellbeing leaders (K-6,), school counsellors and PBL coaches.

### Staff wellbeing

Key strategies used to enhance staff wellbeing include: Spirituality day, Wellbeing Week, Professional learning that supports self-care, mental health and wellbeing, birthday roster/celebrations and Access Counselling support as required.

Staff Wellbeing data is collected through the TTFM teacher survey, analysis of staff attendance/sick days and annual teacher growth and performance conversations.

## **3. STUDENT VOICE**

Our school believes that “students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe” (ASWF). Our school promotes student participation, voice, agency and leadership to optimise student learning and wellbeing.

### Student decision-making/participation opportunities

Opportunities for student decision making and participation in matters that affect them to create a safe, positive learning environment are outlined below;

Each year our school schedules the following student conversations, surveys and focus groups to engage students' and seek their perspectives on learning and wellbeing matters:

- Tell Them From Me Survey is administered in Term 3
- Years 5 and 6 student conference with parents and class teacher.
- SRC (Student Representative Council) suggestion book.
- SRC meetings – fortnightly.

Classroom: student teacher conference.

Non-Classroom: award system, student led whole school assembly.

### The student leadership system

The student leadership system includes: School Captains, Vice captains and Sports Captains.

Student leadership development opportunities include:

- Year 5 leadership camp
- Attending Diocesan leadership mass
- Attending Diocesan Mission Mass
- Attending Parliament House Leaders Morning tea
- Leading whole school assembly weekly
- SRC regular meetings
- Leading school tour groups

### Social and emotional skills

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught in Years K-6 through the PDHPE curriculum.

## **4. PARTNERSHIPS**

Parents have the primary responsibility for the development of their child's wellbeing. Families, parishes and communities collaborate as partners with the school to support student learning, safety, wellbeing, attendance and faith development. Our school community aims to develop family, parish and community partnerships that:

- Develop strategies to strengthen and sustain respectful partnerships that are welcoming and inclusive.
- Build partnerships with Aboriginal and Torres Strait Islander families and other key cultural groups in the school community to ensure we have a culturally safe and supportive environment.
- Build links with community organisations, services and agencies eg. CSBB, parish, Catholic Care that can assist schools in the early identification of needs and targeted support for students and families including those from vulnerable groups.
- Strengthen school, family and parish relationships that enhance the faith development of the family.

### Staff roles

While all staff seek to build collaborative relationships with families and communities, the following staff have a specific role in leading this work in our school community and Diocese:

- School leaders
- Wellbeing Leader
- Class teachers
- School Counsellors
- Youth Minister
- REC
- CSBB support staff ie. Aboriginal Education, Child Protection, Special Needs, Wellbeing, Evangelisation & Catholic Formation

### Parent engagement, roles and parent groups

Family and community partnerships are supported by the following parent engagement opportunities, roles and parent groups in our school community:

- P&F
- School Advisory Team/Group
- Class Parent Network
- Broken Bay Parent Council
- Parent sport coaches
- School transition/welcome to school initiatives
- Teacher Parent Conversations
- Curriculum & Assessment - reports twice yearly and parent/teacher interviews at mid year
- Parent engagement opportunities: wellbeing matters eg. Behavior support, mental health, 123 Magic, Positive Parenting, Seasons for Growth, student assemblies, parent surveys TTFM, policy development, SIP development/review, school review process.
- Parent communication is through COMPASS, School newsletter 'Scoop' School and Grade Facebook pages and the school website.

#### Community organisations, agencies and services

Our school engages with the following community organisations, agencies and services to support student learning, safety, wellbeing and attendance:

- Catholic Care
- Police
- Local Area Health Services
- DCJ Case Workers
- Local Sporting Development Groups
- CSBB support staff.

## **5. SUPPORT**

"Staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning" (ASWF). Our school strives to:

- Actively seek the involvement of students, staff and families in the promotion and recognition of positive behavior,
- Embed wellbeing and support for positive behaviour strategies that are evidence-informed, promote resilience and align with the needs of the school community,
- Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families, inclusive of serious incident management,
- Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour,
- Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

#### Behavioural Expectations

Our school's behavioural expectations for students that contribute to a safe and supportive learning environment are outlined below.

## **SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS**

St Agatha's Catholic School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at St Agatha's Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

At **St Agatha's** Catholic School, we are

**Respectful,**

**Responsible**

**Learners**

	<b>We are Respectful</b>	<b>We are Responsible</b>	<b>We are Learners</b>
In all areas at all times	when we remember to  Speak and act with kindness  Be a good listener  Take turns and play by the rules  Use safe hands  Include others	when we remember to  Care for belongings  Care for our environment  Care for our appearance  Wear a hat outside  Be in the right place at the right time  Make good choices	when we remember to  Be prepared to learn and have a go!  Learn and let others learn  Do your best

## **PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS**

St Agatha's Catholic Primary School community is committed to:

- **Teach,**
- **Practice,**
- **Apply,** and
- **Acknowledge** appropriate behaviours

The St Agatha's Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

## **PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR**

St Agatha's Catholic Primary School community is committed to acknowledging students in order to encourage students to follow the school rules and behavioural expectations. We encourage appropriate behaviours through an engaging curriculum and learning environment. We endeavour to acknowledge students through a wide variety of feedback.

Acknowledging Appropriate Behaviours

- Body language strategies – smile, gestures, nod, thumbs up, proximity
- Verbal acknowledgment – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging
- Mini Merit Awards
  - Teachers and staff award Mini Merit Awards to students for demonstrating Positive Behaviour for Learning and achievement.

## **PROCEDURES FOR RECORD KEEPING AND TRACKING**

In order to assist in the process of preventing the reoccurrence of inappropriate behaviours, St Agatha's Catholic Primary School is committed to collecting data to help inform decision making.

- Teachers record behaviour issues through our online Compass chronological to track individual student behaviour, class/ grade issues and playground incidents. The data is monitored by the Principal and Assistant Principal and presented at each Wellbeing team meeting for discussion. It is used by the Wellbeing team for future planning as well as individual intervention.
- Each child's Individual Mini Merits are recorded by the class teacher on a class chart and mini merit data is collated and tracked through Chronicles for consistency.

### **PBL Rewards and Mini Merit Cards**

- Individual students receive mini merit cards for demonstrating behaviours that are respectful, responsible and learners both in the classroom and on the playground in response to expected behaviours taught.
- Students tally their mini merit cards in order to receive a PBL Bronze Award, PBL Silver Award, PBL Gold Award, PBL Platinum Award and PBL Principal's Award.
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#### *Principal's Award*

- Students who receive a PBL Principal's Award, are rewarded with a special morning tea

### **Teaching of PBL**

- Each week there is a Positive Behaviour for Learning focus. The focus needs to be taught by each classroom teacher to their class (even if it is a focus that is being revisited). Lessons are made up of explicit teaching, modeling and revising the behaviour. They are to be taught using the shared slide presentation which is located in the PBL folder. The focus will be introduced by the Year 6 Leaders at assembly the week before and the lesson should be taught on the Monday. Students should be reminded of the expected behaviour focus in class during the week.

### **Mini Merit Cards**

- It is the responsibility of all teachers to reward worthy recipients with a mini merit card. Teachers are not limited to issuing the cards to their own class and are encouraged to reward other students whilst on playground duty. The mini merit cards can be given for the current expected behaviour and expected behaviours previously covered.

### **Recording Awards**

- It is the responsibility of each class teacher to record the date of each award received by each recipient in Compass.

## **PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS**

St Agatha's Pastoral Care and Student Wellbeing Guidelines are respectful of the dignity, rights and fundamental freedom of individual students. At the same time this policy focuses on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of the student and therefore avoid any practices that single out students for inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods as possible with the aim of preventing reoccurrence of the inappropriate behaviour and encouraging the student to return to more



appropriate behaviours. It is important to consider the age and stage of development of students and the capacity of students to understand what is required of them.

**Inappropriate behaviours** are behaviours that challenge the day-to-day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”.

**Teacher managed behaviours** are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

**Office referred behaviours** are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of self or other. The consistent and repeated occurrence of Teacher managed behaviours may also be referred to the office. \

### **Negative Behaviour and Consequences**

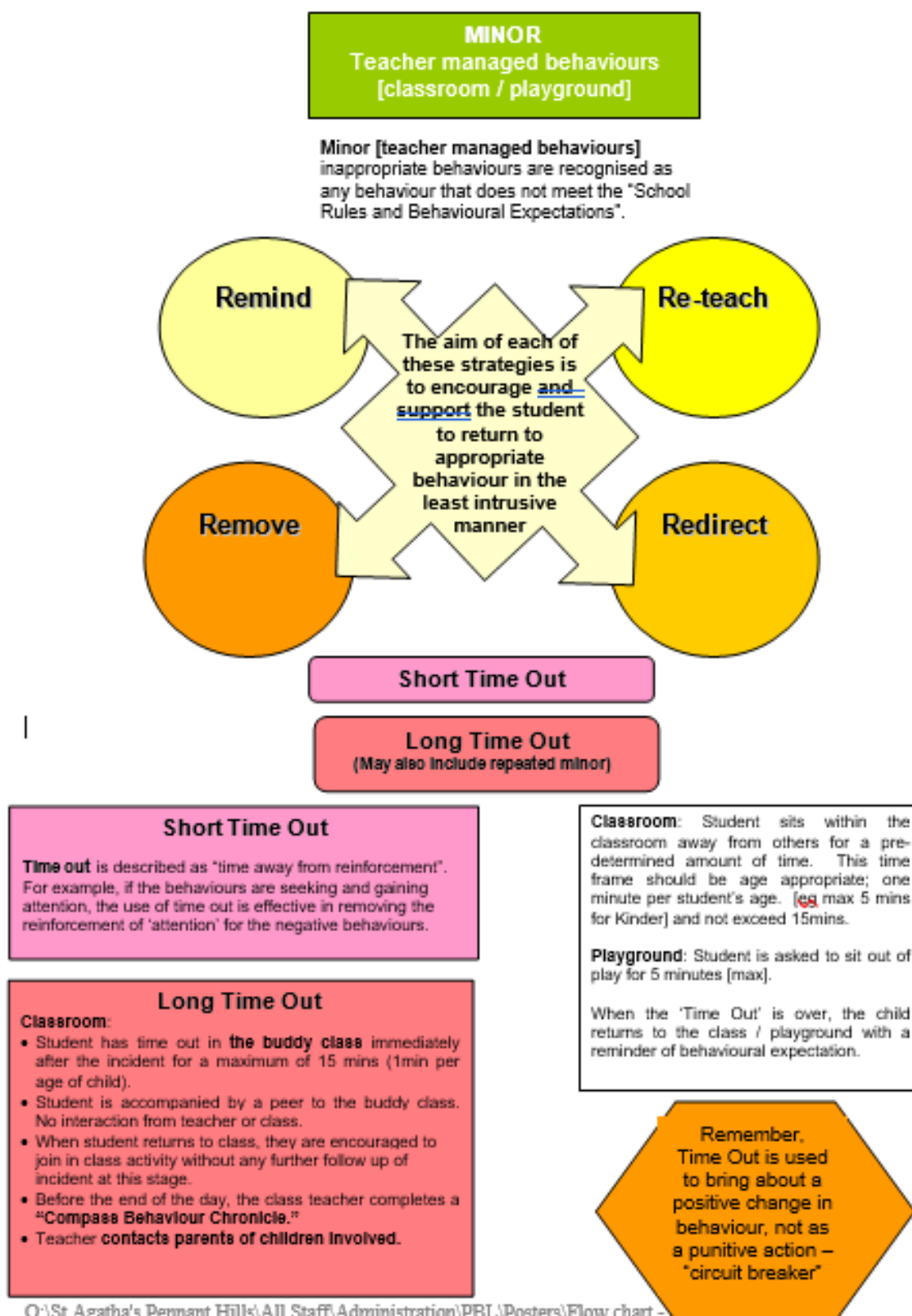
- As well as a relaunch of our PBL framework, we have also recently reviewed our framework and consequences for negative behaviour. Staff at St Agatha's are asked to report all incidents where students are hurt either emotionally or physically. Negative behaviours are identified as being either minor or major. These behaviours are recorded by staff as a Chronicle in Compass.
- Once students have three minor chronicles recorded or one major chronicle recorded, they will be required to have time off the playground and complete a reflection sheet with a member of the school leadership team. During this time the students will reflect on their choices and explain who was affected by their actions and how they would change their behaviour if they were in the same situation again. The reflection sheet and a letter outlining the behaviour will be emailed home to inform parents. We ask for parent support if a reflection sheet is sent home. We aim to minimise negative behaviour as we focus on the positive behaviours we are encouraging through our weekly PBL lessons.

### **Multi-Tiered System of Support for Wellbeing & Behaviour**

Foundational to a whole school approach to student wellbeing and behavior is a Multi-Tiered System of Support (MTSS) framework that focuses on prevention and intervention. MTSS provides services and interventions for students at increasing levels of intensity, based on students' needs.

This is achieved through our school Multi-Tiered Systems of Support (MTSS) for wellbeing and positive behaviour.

## Appendix: Minor and Major Inappropriate Behaviour Processes



## MAJOR Office referred behaviours

Major [office referred behaviour]-inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of others.

### Office Referred Long Time Out

#### Classroom:

- Student has time out in the office immediately after the incident for a maximum of 15 mins (1min per age of child).
- Student is given an 'Action Plan' reflection sheet and is accompanied by a buddy to the office. No interaction from teacher or class.
- Compass Behaviour Chronicle is filled in by the teacher. When student returns to class, they are encouraged to join in class activity without any further follow up of incident at this stage.
- Leadership team member contacts parents of children involved.

### Office Referred Long Time Out

#### Playground:

- Student is asked to sit out of play in the office for 15 minutes.
- Student completes an 'Action Plan' reflection sheet.
- Before student returns to play, the leadership team member reminds student of the behaviour expectation. Teacher fills in a "Compass Behaviour Chronicle" which notifies the class teacher.
- The leadership team member contacts parents of children involved.

### Reflection Sheet

Will be used after serious incidents or when inappropriate behaviours continue. Principal or delegate facilitates a session using the reflection sheet in order to restore right relationships and plan ways of supporting positive behaviour.

**Inappropriate**

<b>Minor inappropriate behaviours</b> are recognised as any low intensity behaviour that does not meet the “School Rules and Behavioural Expectations”.		<b>Major inappropriate behaviours</b> are identified as <u><b>deliberate actions that are            offensive and / or dangerous to the            physical and/ or emotional well            being of others.</b></u> <i>[may also include repeated minor]</i>	
Inappropriate Language	low intensity use of inappropriate language	Abusive Language	verbal aggression such as swearing name calling, threats
Physical contact	non-serious but inappropriate physical contact	Physical Aggression	serious physical contact where injury may occur / has occurred
Defiance disrespect	brief or low – intensity failure to respond to teacher request	Defiance disrespect	refusal to follow repeated directions
Disruption	low intensity but inappropriate interruption to learning	Disruption	sustained or intense disruption of learning
Dress	student wears clothing that is not within the expectations of school guidelines	Theft	having possession of or removing property belonging to someone else
Property misuse	low-intensity misuse of school or personal property	Property damage	substantial destruction or disfigurement of property
Technology misuse	inappropriate but low-intensity misuse of technology (phone, iPod, camera, computer etc)	Technology misuse	misuse of technology (phone, iPod, camera, computer etc) which is sustained or potentially harmful to others
Tardiness	student arrives late after bell	Repeated Tardiness	repeated and or sustained incidents of arriving late after the bell
Other	any other inappropriate behaviour that has low intensity	Other	any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others.

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate facilitates a session with the student using **Reflection Paper Appendix F**. This practice is aimed at restoring relationships and also to facilitate initial ‘investigations’ so that possible reasons for the behaviours can be understood.

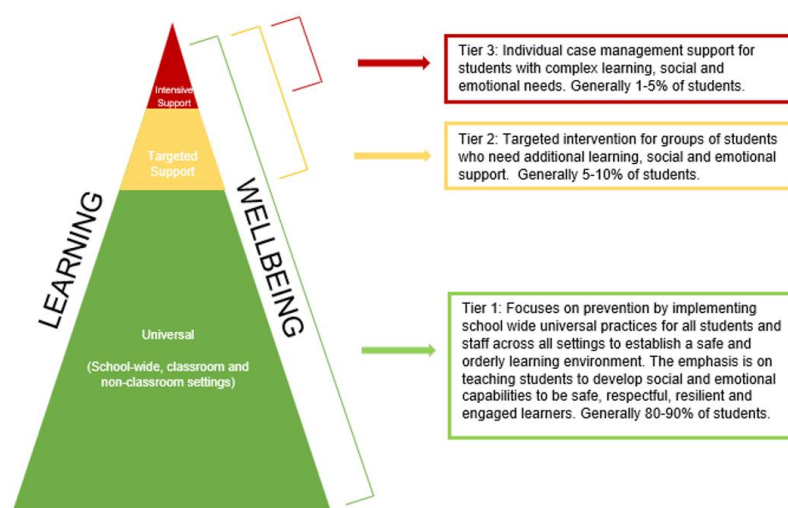
In order to analyse ongoing inappropriate behaviours, the school may also make use of the **“Students Presenting Challenging Behaviour Form 1”** [Diocesan Behaviour Management – Support Class page] in order to write and implement a **“Behaviour Support Plan”**. The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer, and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy (Refer to Appendix G)

In the event of an emergency for a critical incident ie a person is acting in a manner that is endangering safety of self or others, school procedures are in place (Refer to the Emergency Critical Incident Procedures –Appendix H)

## APPENDIX

Reference: Adapted from [2019 Positive Behavioral Interventions & Supports \(PBIS\)](#)



### Serious Incidents

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Serious incident management is informed by the CSO [Guide for Managing Critical Incidents in Schools](#).

<Insert> school incident responses procedures and contacts as an Appendix

Principals will notify the School’s Consultant, FACs, NSW Police, the CSBB Child Protection Team or the CSBB Wellbeing Team as required.

### 6. REVIEW

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.

Date Guidelines issued XXXXXX

Date of next review XXXXXX