



Carlo Acutis Catholic Primary School Student Behaviour Policy



Carlo Acutis Catholic Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Carlo Acutis Catholic Primary School aims to provide a happy and safe environment for all members of the school community with a focus on respect, justice, equality and forgiveness.

We believe that developing positive leadership skills, social skills and encouraging conflict resolutions helps to create a climate where students take responsibility for their actions, develop self-reliance, resilience and respect for themselves and others

All children, staff and parents endeavour to live the Gospel values in our everyday lives, with a strong personal commitment to the well-being of each child.

Purpose

This policy sets out the requirements to support students' behavioural, educational and emotional engagement to enable flourishing learners. This Policy should be read in conjunction with all school policies and the CECV Positive Behaviour Guidelines 2018.

Scope

This policy applies to all students, families, and staff of Carlo Acutis Catholic Primary School.

Principles

"We all strive to make our school community a Christian community where in a climate of love and trust we may help and guide our pupils to grow as individuals, trustworthy and confident".

Within this framework, behaviour management, characterised by self-control, mutual respect and shared responsibility will be developed by and for all community members.

Central to the achievement and maintenance of behaviour management is the relationship between all community members.

Relationships will be developed, and behaviour will be enhanced through positive interaction and direct teaching in all areas of the curriculum but especially in religious education, as well as through the work of special groups and programs.

The strategy of "catching children being good" will be applied wherever and whenever possible and children's correct interactions and behaviour will be acknowledged and rewarded informally with praise or affirmation, and formally with awards within the classroom and across the wider community.

Whilst positive reinforcement strategies form the foundation of behaviour development, inappropriate behaviour will be actively discouraged and challenged. When necessary, sanctions will be applied as a consequence of the inappropriate behaviour.

All children, staff and parents have the right:

- to be listened to and to be treated justly and with respect.
- to feel and be safe
- to learn
- to be in a pleasant and stimulating environment

Policy

Carlo Acutis Catholic Primary School recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community. Appendix 1 sets out the school's expectations for its students, parents/guardians/carers, and staff.

Attendance expectation

Carlo Acutis Catholic Primary School has a legal requirement to ensure student attendance each day. This is also a shared expectation of students, parents/guardians/carers and the wider school community, focusing on positive and pro-social behaviours together with prevention and early intervention.

Carlo Acutis Catholic Primary School recognises the importance of providing clear guidance on regular student attendance to all members of the school community. Student engagement, regular attendance and positive behaviours will be supported through respectful relationship-based whole-school practices, as well as targeted and individualised support when required. The focus on relational and engaging learning environments fosters meaningful and personalised approaches, increasing student connection, engagement, and wellbeing. Please refer to the Attendance Policy for attendance expectations.

Support for serious and unacceptable student behaviour

Effective 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 serious and unacceptable student behaviour, in line with CECV Intervention Framework.

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 Behaviour Guidelines, that ensures procedural fairness to those involved.

Where applicable, an incident report will be completed and provided to the principal or relevant staff member, noting the templates provided in the CECV Positive Behaviour Guidelines. Appendix 2 sets out the school's strategies and support to reinforce accepted behaviour.

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/carers and the child's treating medical/allied health professionals, 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 ability to regulate, individual physical, functional, emotional or educational goals
- whether additional specialised assistance or further specialised advice is required
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

Carlo Acutis Catholic Primary School will implement positive behaviour support strategies and undertake actions to prevent the need for the use of restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018. If a student is placed in a separate room as a means of regulation support, staff will maintain active supervision of the student.

Parameters around restraint or seclusion use

The use of restraint or seclusion does not form part of any of Carlo Acutis Catholic Primary School's Behaviour Support Plans or Student Safety Plan. However, there are limited circumstances in which restraint or seclusion may be deemed appropriate.

In deciding to implement any form of restraint or seclusion, Carlo Acutis Catholic Primary School's staff are aware that their actions may directly increase the risk of injury and trauma, both for the

student and for the staff member themselves. Such decisions are usually made in times of high stress. Actions that may be considered reasonable will be made by the staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

Restraint and seclusion will only be used in limited emergency situations, as outlined below:

1. The student's behaviour poses an imminent threat of physical harm or danger.
2. The action is reasonable in all the circumstances.
3. There is no less restrictive means of responding in the circumstances.

If restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. Carlo Acutis Catholic Primary School's staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents/guardians/carers will be contacted. A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

To assist the school to discharge its safety responsibilities, Carlo Acutis Catholic Primary School will adhere to an occupational health and 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.

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

Breach of Student Code of Conduct

Students whose behaviour breaches the school policies, or the Student Code of Conduct may be sanctioned by the class teacher or school principal as deemed appropriate given the nature of the breach and the age of the student.

In cases of serious and/or persistent breaches of school policy or student code of conduct, the CECV Positive Behaviour Guidelines outlines the process for managing and addressing student misbehaviour. The Carlo Acutis Catholic Primary School's policies and procedures for the suspension, negotiated transfer of students, and expulsion of students outline the management of suspension and expulsion, and appeals processes.

A decision to suspend, transfer, or expel a student is determined only:

- on prescribed grounds
- in accordance with prescribed procedures outlined in the policy and guidelines
- if procedural fairness requirements are satisfied
- if the requirements of the school's Suspension Policy, Negotiated Transfer Policy or Expulsion Policy are met, where applicable.

In accordance with applicable legislation and the school's Child Safety and Wellbeing Policy, the police, Families and Children's Services within the Department of Families, Fairness and Housing (DFFH), Commission for Children and Young People (CCYP), and/or other relevant bodies will be informed of any unlawful breaches.

Complaints

Carlo Acutis Catholic Primary School is required to maintain a fair, effective, and efficient complaints-handling process so that complaints about the school can be addressed. If a parent/guardian/carer of the student would like to make an appeal on student behaviour processes,

parents/guardians/carers can raise the concerns with the principal or relevant person either in writing or by making an appointment.

Please ensure the relevant person/s is given a reasonable amount of time to take the steps required to resolve or address the concerns. Please refer to the school's complaints handling policy and/or guidelines for further information. If the matter cannot be resolved at the school level, or if the complaint is about the principal of the school, complainants are advised to contact the relevant MACS Regional Office. Alternatively, parents/guardians/carers may lodge a complaint online and read the MACS Complaint Handling policy at <https://www.macs.vic.edu.au/Contact-Us/Complaints.aspx>.

Roles and reporting responsibilities

Role	Responsibility	Reporting requirement
Principal	Ensure publication of the school's Student Behaviour policy and procedures	Annual attestation to the Executive Director
Principal	Monitor compliance with this policy	Complete an OHS online report for any incident

Procedures

Rationale

Agreed staff practice

Teachers will be expected to treat all children with courtesy and respect, exercise professional judgement for their choices and be proactive and flexible in each unique case. It is expected that parents support the teacher and respect the confidentiality of each case.

All teachers, learning support officers and support staff are to report any behavioural concerns to the child's year-level teacher. A Behaviour Management Rubric has been developed to promote positive behaviour expectations in the school by outlining goals the students need to achieve. This rubric outlines a tiered system of behaviours and consequences. Appendix 1 sets out the Shared Expectations for behaviour, and these apply to staff, students and families.

Carlo Acutis Catholic Primary School will implement age appropriate, culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards. The school ensures that there is communication with parents/wider school community, as appropriate and that procedural fairness is afforded to student in the management of student misbehaviour. Refer to Appendix 2: Positive Reinforcement of Student Behaviour.

School expectations

We believe at Carlo Acutis Catholic Primary School that we should practise faith, service, generosity and courage to create a kind, safe and fair environment for all.

We do this by being responsible and choosing to...

- speak and listen appropriately
- use positive language
- follow directions
- behave in a kind and appropriate way
- keep our hands, feet and objects to ourselves
- treat all property with respect

Overarching Principles and Framework

Catholic Social Teaching

A fundamental belief for Catholic schools is that Jesus is seen in God's image and likeness in its human expression and that Jesus' life and teachings show all people 'the way, the truth and the life' (Jn 14: 6). In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care include love, respect, compassion, tolerance, forgiveness, reconciliation and justice.

To acknowledge the gospel truth that all are called to 'have life and have it abundantly' (Jn 10: 10) is to commit to the development of the whole person – spiritually, emotionally, socially, intellectually and physically.

Wellbeing in Catholic schools supports the development of all members of the school community. It is reflected in many aspects of school life, especially in a school's vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour support processes, family engagement, community partnerships and school climate.

Catholic schools are committed to providing equitable access and opportunity for all. Awareness and recognition of, and response to, the needs and rights of all individuals are essential to human dignity. They are also essential elements of the Catholic identity of schools. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes. Schools, striving to cater for the wide diversity of student needs and talents, determine and use a variety of approaches and practices that are based on solid research and that effectively engage all students in their whole development.

Promoting Positive Behaviour at Carlo Acutis Catholic Primary School

At Carlo Acutis, we promote positive behaviours to maintain an affirming and encouraging atmosphere in all learning areas and in the playground.

Teaching strategies that support positive behaviours begin by making expectations clear, teaching children how to meet them and reinforcing children's appropriate behaviour. (Be You)

Whole school expectations will be discussed, explicitly taught and displayed in each of the homerooms.

Psychological research has shown that following up a person's behaviour with something positive makes it more likely that the behaviour will happen again.

Praise and other kinds of acknowledgement are motivating and are often needed to help children change their behaviour

Children learn positive behaviours through clearly knowing what is expected and praising or rewarding them when they do it.

Proactive strategies are aimed at decreasing behaviours of concern and replacing them with pro-social skills that lead to enhanced social competence.

Schools work towards creating a climate where positive behaviour is explicitly taught, and reinforced and prevention approaches are emphasised. Incidences of negative behaviour are responded to systematically and consistently.

Fostering student-driven homerooms that promote positive behaviours.

Collaborate with others

To continue to promote positive behaviour in homerooms and in the playground, students work together to foster shared school values. This is achieved by following the Behaviour Management Rubric (Diagram 1) that outline the goals they need to achieve to display positive behaviour.

Year levels will have a consistent approach to reward positive behaviour through the allocation of house points towards the House Team Spirit trophy at the end of the year. This encourages a sense of community and achievement rather than solely individual gain.

House points will be tallied and a monthly SRC award will be given to the house that has accumulated the most points for that month. House Captains will have an active part in promoting the house point system.

Diagram 1: Behaviour Management Rubric

	Behaviour Goal	Consequence
Positive Incident	<ul style="list-style-type: none"> • I show pride in my school surroundings • I include others when I play or work • I use strategies to cope when things don't always go my way 	These are recorded to highlight positive behaviours in the school yard.
Minor Incident	<ul style="list-style-type: none"> • I need to pick up my rubbish • I need to wear my hat when I am outside • I need to play by the rules • I need to include others when I play or work • I need to use strategies to solve disagreements 	These are solved in the yard with the teacher. <ul style="list-style-type: none"> • Informal Chat/Walk and Talk • Designated play space • Sit and Reflect • Apology
Moderate Incident	<ul style="list-style-type: none"> • I need to solve disagreements in a respectful way • I need to respect other's feelings • I need to play in a safe way • I need to treat other people with respect • I need to listen to teacher instructions • I need to respect school property • I need to use appropriate language 	Student to be given an 'Orange Card'. These will be sent to Staff Room where a teacher will discuss behaviour and ask the student to complete a 'Think Sheet' which is to be sent home to parents, signed and sent back to school.
Major Incident	<ul style="list-style-type: none"> • I need to keep my hands to myself • I need to display behaviours that do not endanger others • I need to not intimidate others • I need to not bully others • I need to leave other people's belongings alone 	Given a 'Red Card', taken off yard immediately and sent to staff room/leadership/office. Student to be dealt with by a member of the Leadership team and parents called. Student <u>could</u> then be sent home.

Please note: All incidents will need to be recorded in the child's Observational Records.

Casual relief Teachers (CRT) to be given an information pack outlining expectations on yard duty.

Behaviour rubric provided – The CRT must record the time/date/child's name/behaviour/place where the incident occurred and what consequence was given.

Definitions

Appropriate behaviour

Behaviour that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

At risk behaviour

Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional, or psychological harm or behaviour that significantly disrupts the educational program.

Behaviour

The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.

Bullying

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. Please refer to [Insert School Name]'s Anti-Bullying Policy for further details.

Challenging behaviour

Behaviour that significantly challenges the day-to-day functioning of the school. The behaviour impacts on learning and interrupts students' and staff's capacity to feel safe or function in a safe and orderly environment

Criminal offences

Unacceptable behaviour that may be serious enough to constitute a criminal offence. If Carlo Acutis Catholic Primary School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Discriminatory conduct

Conduct whereby an individual is treated less favourably based on a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

Expulsion

Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent/guardian/carer/relevant persons.

Inappropriate behaviour or unacceptable behaviour (including bullying, harassment, and victimisation)

May involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media or technology platforms.

Negotiated Transfer

Negotiated transfer involves a documented and mutually agreed move of a student to another school and occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the first school and requires an enrolment in another school.

Physical restraint

The use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

Seclusion

The solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes that they cannot leave that room or area even if they may physically be able to (e.g., the door is not locked). In extreme circumstances, e.g., in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g., wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm. Seclusion does not include the use of a safe place, time out or chill-out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

Suspension

Suspension occurs when a student's attendance at school is temporarily withdrawn on the authority of the principal or their delegate, for a set period of time.

Withdrawing privileges

Withdrawing student privileges can act as a consequence of breaching classroom or school behavioural standards. Specific privileges withdrawn may vary between students based on the individual student's support plan, 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. Schools have a duty of care to ensure that students are always supervised, including when they are removed from a class. Where appropriate, parents/guardians/carers will be informed of such withdrawals. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Related policies and documents

Supporting documents

Appendix 1: Shared Behaviour Expectations
Appendix 2: Strategies for Positive Reinforcement of Appropriate Behaviour
Behaviour Support Plan – Template
Student Safety Plan – Template

Related MACS policies and documents

Carlo Acutis Catholic Primary School Bullying Prevention Policy (including cyberbullying)
Attendance Policy for MACS Schools
Carlo Acutis Catholic Primary School Complaints Handling Policy
Duty of Care Policy for MACS Schools
Carlo Acutis Catholic Primary School Enrolment Policy
Carlo Acutis Catholic Primary School Expulsion of Students Policy
Carlo Acutis Catholic Primary School Negotiated Transfer of Students Policy
Health, Safety and Wellbeing Policy
Pastoral Care of Students Policy
Carlo Acutis Catholic Primary School Suspension of Students Policy

Resources

CECV Positive Behaviour Guidelines 2018
CECV Safe and Sound Practice Guidelines
Victorian Registration and Qualifications Authority (VRQA) policy requirements
National Safe Schools Framework
eXxcel: Wellbeing for Learning in Catholic School Communities
Health Promoting Schools Framework

Legislation and standards

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.).

Policy information table

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Learning Diversity
Approving authority	Executive Director
Assigned board committee	Child Safety and Risk Management
Approval date	October 2023
Risk rating	High
Date of next review	March 2025
Publication details	CEVN, school contextualised policy on school website

POLICY DATABASE INFORMATION	
Assigned framework	Care, safety and welfare of students
Supporting documents	Refer to the list of supporting documents above (appendices, procedures, forms, etc)
Superseded documents	Student Behaviour Policy – v2.0 – 2022 Student Behaviour Policy – v1.0 – 2022
New policy	

Appendix 1: Shared Behaviour Expectations

The shared expectations of students, parents and the School are clearly articulated in the policies, procedures and framework documents and will be jointly implemented by all members of the school community. Expectations for all school community members focus on positive and pro-social behaviours, prevention and early intervention and consistent, fair and reasonable application of the school's policies and procedures.

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

The table below sets out our school's expectations for its students, parents/guardians/carers and staff.

Students are expected to:	Parents/guardians/carers are expected to:	Principal/teachers and staff will:
Take responsibility for their learning and have high expectations in themselves that they can learn	Have high expectations of their child's behaviour, understand, and support the implementation 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
Model the school's core values of respect, endeavour, communication, trust and teamwork	Openly communicate with the school regarding their child's circumstances	Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours
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
Comply with this policy and work with teachers and parents in developing strategies to improve outcomes to: <ul style="list-style-type: none"> ● obey all reasonable requests of staff ● respect the rights of others to be safe and learn ● respect the property of others. 	Provide complete, accurate and up to date information when completing an enrolment form and supply the school, prior to and during 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	Consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
	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.	Plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs.
	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	Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses

	damaging to the partnership between parent/guardian/carer and school, may result in suspension or termination of the child's enrolment.	and staff are committed to working with families to reintegrate students in an educational setting after exclusion
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Appendix 2: Positive Reinforcement of Appropriate Behaviour

Carlo Acutis Catholic Primary School will implement age appropriate, culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards. The school ensures that there is communication with parents/wider school community, as appropriate and that there procedural fairness is afforded to student in the management of student misbehaviour.

Tier 1: School wide supports

Carlo Acutis Catholic Primary School implements culturally inclusive, age appropriate 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 and intervening early
- 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 support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- provision of consistent school and classroom environments
- scaffolding the student's learning program
- data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- revision of the Personalised Learning Plan (PLP) and creation of a Behaviour Support Plan (BSP), Student Safety Plan (SSP) or Attendance Maximisation Plan (AMP) as appropriate
- parent consultation via phone, videoconference, or interview
- the design and implementation of support strategies that assist the student to self-calm such as a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- case conference with relevant medical or specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

Tier 3: Intensive intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at Carlo Acutis Catholic Primary School will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan (SSP). Data systems provide school personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

- value the student and support positive interaction

- have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- focus on building skills and developing alternative behaviours
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to promote success.

Carlo Acutis Catholic Primary School will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended school refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.

Carlo Acutis Catholic Primary School will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:

- ongoing implementation of universal and Tier 2 strategies
- use of data to inform and monitor the implementation of evidence-based interventions
- regular Program Support Group meetings to review PLP, BSP, safety plans and/or Attendance Maximisation Plans
- consultations with mutually agreed specialised support services
- implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

Consequences for student misbehaviour

Carlo Acutis Catholic Primary School adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan (BSP) is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner. Consequences for misbehaviour are also implemented which may take the form of:

- non-verbal warning – e.g. eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s
- verbal warning which identifies the misbehaviour and allows student to change his/her behaviour
- moving students into the room to a less disruptive situation
- separating student from the class for a short period to provide an opportunity for the student to settle
- readmission to class activity based on student being de-escalated
- Students required to stay in after class for a set period
- Students required to complete work during recess/lunchtime
- student engaged in restorative actions supervised by the classroom teacher
- student re-entry meeting.

When concerns arise about a student's ongoing behaviour or when a student is displaying chronic patterns of problem behaviour, Carlo Acutis Catholic Primary School will implement a targeted response to identify and address the presenting issues and reinforce replacement behaviours. This may involve the following support strategies:

- convening a Program Support Group (PSG) meeting involving parents/guardians/carers, the Learning Diversity/Wellbeing coordinator and the student where appropriate
- Developing/revising a Personalised Learning Plan (PLP) or attendance plan
- development/revision of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- referral to MACS or external health or allied health providers
- consultation with external professionals, paediatrician, psychologist specialist practitioner

- contact with the regional office.