



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God

**PROCEDURES FOR RESPONDING
TO STUDENT SAFETY, WELLBEING
AND BEHAVIOUR**

PURPOSE

The aim of these guidelines and procedures is to ensure all staff members have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is of concern.

Parents and caregivers are asked to become familiar with the St Helena's Catholic Primary School Student Behaviour Guidelines. Respecting the rights of all members of the St Helena's community underpins the philosophy of our Guidelines, as well as the development of a school culture that addresses the needs and rights of every member of the school community. It is expected that parents and caregivers will actively support staff's management of their child's behaviour. Where concerns arise, a meeting with the child's teacher is most appropriate as this can often resolve matters quickest. If concerns continue, a member of the Leadership Team may get involved for further support.

OUR VALUES

- Respect
- Equality
- Community
- Care for the Earth

MISSION STATEMENT

As a community united in faith and trust, St Helena's Catholic Primary School seeks to provide a nurturing and diverse learning environment where all are inspired to live the ideal of doing ***Something Beautiful for God.***

VISION FOR LEARNING @ ST HELENA'S CATHOLIC PRIMARY SCHOOL

In a world envisaged by Jesus, we are active and engaged learners working together in a safe and respectful environment.

CHRIST CENTRED

At St Helena's, we value the visible expression of our Catholic identity and actively give witness to the values of the Gospel.

COLLABORATION

At St Helena's, we value staff, students, parents, caregivers, parish and the wider community working together to support each person to become the person God intended them to be.

VOICE AND ENGAGEMENT

At St Helena's, we value evidence-based teaching and learning practices that are respectful and responsive to the diverse needs of all learners in an ever-changing world.

SAFETY AND RESPECT

At St Helena's, we value each individual and act with concern for the physical, emotional and spiritual wellbeing of all members of our community.

STUDENT CODE OF CONDUCT

Our students across St Helena's Catholic Primary School were given the opportunity to work with staff in establishing their own student code of conduct, going through a process of all student voices being heard and contributing to what they want at St Helena's.

At Saint Helena's Catholic Primary School our students want to feel:

RESPECTED

SAFE

ENGAGED

CARED FOR

HAPPY and

RESILIENT.

In order to feel **respected**, we will treat others how we want to be treated by following Jesus' footsteps.
When someone isn't feeling respected, we will listen and talk to them with kind words and seek help from a trusted adult if needed.

In order to feel **safe**, we will consider the feelings and physical well-being of others by following school rules and values.

When someone isn't feeling safe, we will make sure they are okay, help them if required and tell a trusted adult.

In order to feel **engaged**, we will focus on our work, be ready to learn and put in our best efforts in all that we do each day.

When someone isn't feeling engaged, we will encourage them and show them how to use their growth mindset.

In order to feel **cared for**, we will include, help and be kind to everyone.

When someone isn't feeling cared for, we will offer time to listen to them and tell them how important they are to our community.

In order to feel **happy**, we will share, be friendly and have a positive attitude to do "Something Beautiful for God".

When someone isn't feeling happy, we will reach out and either give them space or offer support.

In order to be **resilient**, we will try hard things, bounce back from mistakes and stand up for others and ourselves.

When someone isn't being resilient, we will remind them of their strengths, and that we are here to help.

Positive Recognition of our Student's Achievements and Behaviours

At St Helena's, we emphasise awareness and recognition of positive behaviours, along with the effective management of inappropriate behaviours. When problems are experienced in achieving these goals the focus will be that of finding solutions, whilst managing individuals with respect and dignity.

We understand the development of appropriate and acceptable behaviour to be a staff, parent/caregiver and student responsibility, based upon the honouring of the dignity and worth of each individual.

Positive recognition is a shared responsibility by all staff, including Class and Specialist Teachers, Education Assistants, the Leadership Team and Support Staff.

Whole school and class specific expectations will be expressed in positive terms and will be displayed and discussed throughout the year by teachers in classes and members of the Leadership Team at assemblies.

We also recognise positive behaviours across the school in relation to our values of Respect, Equality, Community and Care for the Earth.

Students can earn Faction Points for demonstrating positive behaviours aligned with our values and expectations across the school.

Staff will be encouraging and affirming positive behaviours in students and acknowledging students doing *"Something Beautiful for God"*

Some ways that this can be achieved include:

- Interacting positively with students
- Verbal acknowledgement
- Positive comments on work
- Stickers and prizes
- Merit certificates
- Sharing of student work (achievements and celebrations) with other Classes, Staff and Leadership Team members.
- Provide positive feedback to the student e.g. If you hear they have done well in another area
- Recognition outside of the classroom e.g. speaking to students when on duty, communication to parents/caregivers by phone
- Notes of positive affirmation/commendation sent through SEQTA to parents/caregivers
- Newsletter highlighting and recognising achievements of students
- Awards at the end of the year.

All staff are expected to utilise whole school and class specific reward systems to affirm students for positive behaviour.

School Expectations @ St Helena's Catholic Primary School

Respect	<input type="checkbox"/> We always use our manners by greeting others, using kind words and listening actively to others. <input type="checkbox"/> We move quietly around the learning spaces of our school, valuing the learning of others. <input type="checkbox"/> We take care of all equipment, the schools, others and our own.
Equality	<input type="checkbox"/> We recognise the individuality and uniqueness of others. <input type="checkbox"/> We work collaboratively and are inclusive of others. <input type="checkbox"/> We celebrate strengths and successes of all.
Community	<input type="checkbox"/> We will be supportive of each other by including others in discussions and group activities. <input type="checkbox"/> We will show our support for others learning by being on time to class and being organised. <input type="checkbox"/> We will celebrate the diverse abilities we have by completing our best work and encouraging others to do the same.
Care for the Environment	<input type="checkbox"/> We make the choice to rethink, reduce, reuse and recycle where possible. <input type="checkbox"/> We walk on the paths, take care of our gardens and keep our school litter free. <input type="checkbox"/> We will take care of our facilities, so that they are clean and safe for everyone to use.

Students represent St Helena's Catholic Primary School at all times when at school and at school related events, as well as when wearing the school uniform outside of school at non-school events. As such, students are expected to behave in a manner that reflects positively upon the school. The positive behaviours outlined in these Guidelines are expected of students at all times, whether on the school grounds or otherwise when representing St Helena's Catholic Primary School.

Expectations of Staff

All Staff

- Adhere to the School Code of Conduct at all times.
- Be prepared, punctual, professional and provide clear expectations.
- Establish and maintain control of the class.
- Treat students respectfully, consistently and fairly, giving praise and encouragement.
- Implement different approaches to modifying behaviour.
- When issuing consequences, explain both the reason and desired behaviour to the student.
- Make time for reconciliation/restorative practice after incidents.
- Be approachable, especially in working through a difficulty with a student.
- Seek assistance from the relevant Leadership Team Member if required.
- Express concern to parents/caregivers about behaviour/progress (Teachers - Classroom & Specialists).

Teachers

- Support behaviour management guidelines in the school, be an empathetic listener to gain knowledge of matters which may be affecting a student's attitude and performance.
- Show interest in, concern for, and affirm all students.
- Monitor and promote positive student behaviour in relation to honesty and class attitudes, punctuality to class, participation in year group and whole school activities.
- Deal with and follow up on any student behaviour issues that arise in the classroom or in the playground.
- Run a well-ordered classroom where administration tasks are efficiently attended to.
- Oversee the maintenance of appropriate uniform standards amongst students.
- Communicate with parents/carergivers about student achievement and developmental, behavioural and disciplinary issues of students in your class.

Assistant Principals

- Lead, guide and assist the Classroom, Specialist and Relief Teacher with behaviour management.
- Monitor and promote positive student behaviour in relation to honesty and class attitudes, punctuality to class, participation in year group and whole school activities.
- Oversee the behaviour of students; be aware of behavioural and disciplinary issues in relation to particular students within the year groups they are responsible for.
- Oversee the maintenance of appropriate uniform standards amongst students within the year groups.
- Plan and implement appropriate intervention or take disciplinary action where a student's in-class behaviour is causing concern.
- Communicate closely with parents/caregivers about student achievement and developmental, behavioural and disciplinary issues.
- Deal with serious disciplinary matters including those that need to be dealt with immediately.
- Initiate sanctions in consultation with the Principal.

Principal

The Principal is the person who is ultimately responsible for the discipline and expectations at the school and should be:

- available to promote the school's guidelines and practice with class, year and whole school groups.
- available for parents/carergivers, staff and students to review matters of concern.
- involved in serious disciplinary matters.
- responsible for the exclusion of a student as per CEWA Student Behaviour Executive Directive.

Behaviour Tonics

- Behaviour Tonics, which encompasses 1-2-3 Magic and Emotion Coaching is implemented across St Helena's Catholic Primary School.
- All staff will engage in emotion coaching with students who require additional support to meet behaviour expectations.
- Behaviour Tonics provides Teachers and Education Assistants with the knowledge and practical skills to respond more calmly and effectively to students' difficult behaviour and emotional upsets as they happen in the classroom and playground. Over time staff responses will improve student self-regulation and self-control.
- At the commencement of each school year, teachers and students will collaborate to establish behavioural expectations specific to their class or learning area (in the case of Specialist Teachers), in line with the SHCPS Student Code of Conduct. These will be clearly displayed within the classroom and Teachers will ensure these form part of class discussions at the beginning of each school year and throughout the year.

Description of Consequence for Behaviours not in line with SHCPS's Guidelines

Reminder/Warning

A simple, subtle, non-intrusive, verbal or non-verbal reminder to a student.

Specific Class Placement

A student can be directed by the teacher to sit in a certain seat in the classroom.

Phone Call

This is a most effective early intervention strategy that enlists the support of parents/carergivers in meeting students' needs. This also is recorded on SEQTA.

Confiscation of Non-Approved Items at School

Intervention that enlists the support of parents/carergivers and recorded on SEQTA if occurs more than once off.

Confiscation of School Resources

Intervention that prevents further misuse of school resources and enlists the support of parents/carergivers if required. This is also is recorded on SEQTA if occurs more than once off.

Uniform Notice

As per Uniform Guidelines. Notice sent via SEQTA and followed up with a phone call if not rectified.

Time Out

Students to walk with the duty teacher or sit out in a designated area at recess and/or lunch (students must always be permitted time during each break to go to the bathroom, have a drink and eat at recess and lunch). Teachers should record time out in SEQTA under the Unproductive Behaviours category.

Reflection Sheet

A Reflection Sheet is given to a student at the Leadership's discretion when a student is to have time out to reflect on their behaviour. The Reflection Sheet is designed to encourage the student to reflect upon their behaviour choices and consider who has been affected by their choices. The student then reflects on how they can make better choices in the future. The Reflection Sheet is to be sent home and signed by the student's parents/caregiver and then returned to the school, and uploaded to SEQTA.

Withdrawal From Class

A teacher, after consultation with a member of the Leadership Team, may withdraw a student from a particular class or set of classes due to their ongoing behaviour. In such instances, the class teacher is to set written work for the student to complete. Parents/Caregivers must be informed of any withdrawal for more than one period for a particular subject.

Behaviour Record Sheet

A Behaviour Record Sheet is a form that enables the Assistant Principal to closely monitor the behaviour of a student as a result of particular behaviours needing to be monitored. The Behaviour Record Sheet will be taken to all classes and each of the student's teachers are to complete the appropriate section. Strategies to support positive change are agreed upon, implemented and monitored. The Behaviour Record Sheet is to be scanned and sent home for signing by parents/caregivers once completed by the Teacher. *The decision to put in place a Behaviour Record Sheet for a student is made by the Leadership Team in consultation with the Classroom Teacher.*

Suspension

The decision to enact a Suspension for a student is made by the Leadership Team.

A suspension will be issued if:

- the student has violated the rights of other members of the school community in a wilful or continual manner
- has seriously compromised their safety or that of others
- or has breached the Student Code of Conduct on a regular basis.
- has significantly compromised the reputation of St Helena's Catholic Primary School

Suspensions are of two types:

- *In-school Suspension*
As part of a behaviour support process, a student may be withdrawn from some or all classes for a period of time. Decisions on in-school suspension will be made by a member of the Leadership Team in consultation with the Principal. Students are required to complete schoolwork and a Reflection Sheet during this time.
- *External School Suspension*
Is issued for serious behaviour violations and the decision to suspend a student from school is made by a member of the Leadership Team in consultation with the Principal. Parents/Caregivers are required to attend an interview with the Principal and another member of the Leadership Team to discuss the student's re-entry plan, and address behaviour expectations and the responsibilities of the student, parents/carers and the school as part of the student's return to school.

Exclusion

The decision to exclude a student from the school must be carefully considered and will only occur in the following circumstances:

1. The nature of the alleged incident is deemed serious to a level that merits action.
2. Attempts to address the behaviour/s of concern have been exhausted.

The Principal must seek consultation from the CEWA School Improvement Advisor before proceeding with this course of action as per the process for Exclusion of Students for Disciplinary Reasons (Student Behaviour Directives).

MANAGING BEHAVIOUR INCIDENTS FRAMEWORK

Level 1 – Minor		
Examples of Behaviour (including but not limited to)	Possible Management of Student Behaviours & Consequences	Staff Action/s to be Taken
<ul style="list-style-type: none"><input type="checkbox"/> Negative response to teacher direction<input type="checkbox"/> Talking while others are talking<input type="checkbox"/> Calling out<input type="checkbox"/> Unnecessary/disruptive noise making<input type="checkbox"/> Name calling<input type="checkbox"/> Lying<input type="checkbox"/> Running inside<input type="checkbox"/> Swinging on chairs<input type="checkbox"/> Leaving the classroom without staff permission<input type="checkbox"/> Running on concrete paths and through gardens<input type="checkbox"/> Not following playground expectations<input type="checkbox"/> Chewing gum<input type="checkbox"/> Failing to follow uniform guidelines (<i>unless it is a breach that needs to be brought to the Leadership Team</i>)	<ul style="list-style-type: none"><input type="checkbox"/> Verbal warning/reminder of expectations of behaviour and Student Code of Conduct<input type="checkbox"/> Counting<input type="checkbox"/> Emotion Coaching<input type="checkbox"/> Smart Ignoring<input type="checkbox"/> Further warnings escalates the behaviour to Level 2 violations.	<ul style="list-style-type: none"><input type="checkbox"/> Duty/Specialist Teacher to inform Classroom Teacher, particularly those that are indicative of patterns in behaviour<input type="checkbox"/> Uniform Notice to be sent to parents/caregivers via SEQTA by Classroom Teacher<input type="checkbox"/> 3 Uniform Notices in a term - Leadership Team informed.

Level 2 – Moderate

Examples of Behaviour (including but not limited to)	Possible Management of Student Behaviours & Consequences	Staff Action/s to be Taken
<ul style="list-style-type: none"> <input type="checkbox"/> Non-compliance with teacher direction <input type="checkbox"/> Deliberate inappropriate language or gestures (including swearing) <input type="checkbox"/> Breach of school ICT User Agreement <input type="checkbox"/> Hurting/injuring others <input type="checkbox"/> Cheating <input type="checkbox"/> Mobile phone/use of personal electronic devices during school hours <input type="checkbox"/> Unintentional damage to school property/equipment through inappropriate behaviour <input type="checkbox"/> Repeated Level 1 behaviours 	<ul style="list-style-type: none"> <input type="checkbox"/> Tracking of behaviour to inform practices. <input type="checkbox"/> Student sits out in allocated area or walks with duty teacher at recess or lunch. <input type="checkbox"/> Student to complete 'Reflection Sheet' in consultation with Leadership Team. <input type="checkbox"/> Decision made by Leadership Team in consultation with Classroom Teacher that the student is withdrawn from the class for a period of time. <input type="checkbox"/> Removal of student iPad for a period of time. Consultation with the Leadership Team if required. <input type="checkbox"/> Individual Behaviour Management Plan to be developed in consultation with Leadership Team. If developed, discussed with parents/caregivers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents/Caregivers to be notified by phone by either Classroom Teacher or Specialist Teacher and recorded on SEQTA. <input type="checkbox"/> If Specialist/Duty Teacher is recording on SEQTA then they must notify Classroom Teacher. <input type="checkbox"/> Teachers to record on SEQTA: Pastoral Care Note - Behaviour - Subcategory (Teacher to select most appropriate subcategory). <input type="checkbox"/> Reflection Sheet to be uploaded to SEQTA by Classroom Teacher (<i>Completed Reflection Sheet to be scanned before sending home. Signed Reflection Sheet to be uploaded to SEQTA</i>). <input type="checkbox"/> If ongoing/repeated behaviours, SEQTA notes are to be brought to the attention of the Leadership Team and an appropriate response/action discussed and enacted.

Level 3 – Serious		
Examples of Behaviour (including but not limited to)	Possible Management of Student Behaviours & Consequences	Staff Action/s to be Taken
<ul style="list-style-type: none"> <input type="checkbox"/> Hurting/injuring others with intent <input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> Discrimination of any person in relation to, but not limited to, physical appearance, cultural background or special needs <input type="checkbox"/> Bullying (refer to School Bullying Guidelines) <input type="checkbox"/> Repeated non-compliance with teacher direction <input type="checkbox"/> Deliberate or intentional destruction of school property/equipment or vandalism of school property/equipment <input type="checkbox"/> Stealing/theft <input type="checkbox"/> Repeated Level 2 behaviours 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual Behaviour Management Plan to be developed in consultation with Leadership Team and discussed with parents/caregivers. <input type="checkbox"/> Other support plans may be developed at the discretion of the Leadership Team (eg. Escalation Profile). <input type="checkbox"/> Suspension (Decisions on suspension will be made by a member of the Leadership Team in consultation with the Principal. Students are required to complete schoolwork and a Reflection Sheet during this time). 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers to record on SEQTA: Pastoral Care Note - Behaviour - Subcategory (Teacher to select most appropriate subcategory). <input type="checkbox"/> Involvement of Leadership Team (Leadership Team to be notified of the incident in person). <input type="checkbox"/> Parents/Caregivers to meet to discuss plans being implemented and how they plan on supporting the student and school. <input type="checkbox"/> If a student is suspended, parents/caregivers and the student to meet with the Principal or member of the Leadership Team on return to school.

Level 4 – Major or Illegal		
Examples of Behaviour (including but not limited to)	Management of Student Behaviours & Consequences	Staff action/s to be taken
<ul style="list-style-type: none"> <input type="checkbox"/> Drug use or possession (real or otherwise) including vapes <input type="checkbox"/> Possession of or use of weapon <input type="checkbox"/> Arson <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Assaults or threats <input type="checkbox"/> Extreme property damage/ vandalism <input type="checkbox"/> Repeated Level 3 violations 	<ul style="list-style-type: none"> <input type="checkbox"/> Any behaviour requiring CEWA/Police intervention - decisions are made in consultation with the Principal and the Executive Director of CEWA in line with CEWA Student Behaviour Directives – Process for Exclusion of Students for Disciplinary Reasons 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal consultation with School Improvement Advisor (<i>Refer to CEWA Process for Exclusion of Students for Disciplinary Reasons</i>) <input type="checkbox"/> Principal to inform parents/caregivers <input type="checkbox"/> Principal to report to WA Police as appropriate <input type="checkbox"/> Principal to complete Critical Incident Report as appropriate <input type="checkbox"/> Leadership Team to record in SEQTA

SOURCE OF AUTHORITY

<i>CECWA Policy</i>	<i>Community</i>
<i>Executive Directive</i>	<i>Student Safety, Wellbeing and Behaviour</i>
<i>Originally Released</i>	<i>January 2021</i>
<i>Last Review</i>	<i>November 2023</i>
<i>Next Review</i>	<i>January 2024</i>