

DOBCEL Behaviour Management Procedures

APPENDIX 1

St Mary's Primary School Student Behaviour Policy

Purpose

The St Mary's Primary School Student Behaviour Policy reflects the school community's shared expectations in relation to student engagement, attendance, and behaviour. This Policy sets out the clear processes to be followed in order to support students' behavioural, *educational* and emotional engagement.

This Policy provides an overview of how St Mary's Primary School will:

- promote positive behaviour in the school community;
- seek to prevent behavioural issues; and
- respond to challenging student behaviour occurring at school, at a school activity away from the school grounds or while travelling to or from school or a school activity.

This Policy should be read in conjunction with all School policies, including Attendance Monitoring Policy and the [CECV Positive Behaviour Guidelines](#)

School Profile

From its humble beginnings at High Street on the 10th March 1919, St Mary's Primary School opened under the guidance of Miss Anne Hanrahan with 75 students. St Mary's has grown to its current student population of approximately 560 students and over eighty staff at its present Murlong Street site

Mary MacKillop together with Julian Tenison-Woods founded the Josephite schools so that children in remote and rural areas would have access to a Catholic education. In July 1923, the arrival of three Sisters of St. Joseph in Swan Hill, began the long and close association of the Josephites with Catholic Education in Swan Hill.

The long tradition of St Mary's being headed by St. Joseph sisters ended in 1996 when, after 73 years, a lay principal was appointed for the beginning of the 1997 school year. However, the Josephite characteristics of hard work, dedication, community and family unity are still strong features of our school.

St Mary's Primary School is committed to providing equitable access and opportunity for all. The school considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

Foundational to our work with students, families and the school community is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. All teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Rationale

At St Mary's Primary School, we strive to provide an inclusive education which values diversity and celebrates difference. Diversity is enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged, and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to provide successful participation and to intervene as early as possible when students are not actively engaged in learning. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

Vision

As partners in Catholic education and with Jesus Christ as our inspiration, we educated, nurture and challenge, each child in our care, to shine in an ever changing world.

Mission

Our Mission is to live the Christian message of love by -

- Our Catholic faith, traditions and beliefs
- Teacher accountable learning
- Teaching for deep understanding through explicit instruction
- Strong relationships built on respect and trust
- A commitment to cultural diversity and for our environment

St Mary's Primary School is committed to providing educational opportunities that actively welcome, engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

Philosophy

The core purpose of St Mary's Catholic Primary School is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative, and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Our Religious Education is based on the Awakenings core document which has been set for the Ballarat Diocese. In Religious Education we believe in, and develop the knowledge that every child is important, valued and that all have something special to contribute to life.

Each child has the right to live happily and achieve fullness of life with God – and to grow and learn in a community where Christian values are taught and modelled daily.

Our Integrated Curriculum is based around the concept of Inquiry Learning. The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Aims

Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our school community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe. Every person at the school has a right to feel safe, to be happy and to learn. Therefore, our school aims:

- to promote the values of honesty, fairness and respect for others;
- to acknowledge the worth of all members of the community and their right to work and learn in a positive environment;
- to maintain good order and harmony;
- to affirm cooperation as well as responsible independence in learning; and
- to foster self-discipline and to develop responsibility for one's own behaviour.

Principles

St Mary's Primary School **strives** to build a safe and positive school environment that is guided by Gospel values and honours the dignity of the individual, the family and the school.

The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person. Members of the school community are expected to contribute to the mission and vision of the school and to understand their rights and acknowledge their obligation to behave responsibly.

As a provider of Catholic education, the school Principal will take into account the need for the school community to represent and conform with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Pupils and families who are members of other faiths are warmly welcomed at our school. However, the school reserves its right to exercise its administrative discretion in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon his or her physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.

Definitions

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.

Behaviour

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

Behaviour of concern

May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation.

Includes anything a person does or says which is likely to limit or deny access to regular school routines and activities. Includes anything a person does or says which causes stress, worry, risk, of or actual harm to others. Is anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.

Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.

Behaviour support

The educational support a student receives from the schools in order to learn and maintain identified behaviour.

Bullying

A broad concept which 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.

Criminal offences

Behaviour that may be serious enough to constitute a criminal offence. If 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 on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

Expected behaviour

Behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.

School Wide Positive Behaviour

Support School-Wide Positive Behaviour Support (SWPBS) is a broad range of systematic and individualise strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.

Student

A person enrolled at a DOBCEL School.

Legislative Context

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School's obligations to ensure that the care, safety and welfare of all students attending the School. In discharging duty of care responsibilities, the School and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances. The school must also comply with legislation related to Occupational Health and Safety (OH&S) for staff.

This document is informed by relevant Australian and Victorian legislation including:

- *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.)

And the following resources:

- [Guidelines to the Minimum Standards and Requirements for School Registration](#)
- [Australian Student Wellbeing Framework](#)
- [CECV Intervention Framework 2021](#)
- [CECV Positive Behaviour Guidelines 2018](#)

DOBCEL Behaviour Management Procedures

APPENDIX 2

Student Behaviour Expectations and Procedures

St Mary's Primary School recognises the importance of providing clear guidance and expectations which are all applicable to all members of the school community.

The table below sets out St Mary's Primary School expectations for its students, parents and staff.

	Student expectations	Parent/Carers expectations	Principal/Teachers and Staff will:
1.	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of the School's behavioral expectations	promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2.	model the school's core values of respect, endeavor, communication, trust and teamwork	communicate with the School in regards to their child's circumstances	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours
3.	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
4.	<p>comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to:</p> <ul style="list-style-type: none"> a) obey all reasonable requests of staff; b) respect the rights of others to be safe and learn; and respect the property of others 	provide complete, accurate and up to date information when completing an enrolment form and supply the school, prior to enrolment, with any additional information as maybe 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	intervention strategies to deal with attendance and behavioral issues

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Next Review: June 2024

5.		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	consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
6.		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 damaging to the partnership between parent/guardian and school may result in suspension or termination of the child's enrolment	plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students
7.			recognise that for some students additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, parents, and the wider school community. See DOBCEL Attendance [Monitoring Policy](#).

The table below sets out St Mary's Primary Schools shared attendance expectations for its students, parents and staff.

	Student expectations	Parent/Carers expectations	Principals/Teachers & Staff will:
1.	attend and be punctual for all timetabled classes every day that the school is open to students	ensure that their child's enrolment details are correct	proactively promote regular attendance
2.	be prepared to participate fully in lessons	ensure their child attends school regularly and punctually	mark rolls accurately each learning session
3.	bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes	advise the school as soon as possible when a child is absent	follow up on any unexplained absences promptly and consistently

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4.	remain on the school premises during school time unless they have permission to leave from the School and parents	account for all student absences	identify trends via data analysis
5.	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school	keep family holidays within scheduled school holidays	report attendance data in the student report and school's Annual Report
6.	work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent	support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences	support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies
7.		work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	report lengthy or unexplained absences to the Educational Consultant
8.			work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
9.			convene a Program Support Group meeting which is attendance focused with parents and students when a student's attendance pattern is of concern to the school
10.			provide ongoing intensive support for students if communication with parents has not been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school practices, as well as targeted and individualised support when required. Effective student behaviour change and 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 inappropriate student behaviour.

Where a student acts in breach of the behaviour standards of our school community, the school will institute a staged response, in accordance with DOBCEL policies and the CECV Positive Support Guidelines, 2018.

Where applicable, an incident report must be completed and provided to the Principal or relevant staff member.

School Procedures for Positive reinforcement of appropriate behaviour

Tier 1: School-wide supports

St Mary's Primary School implements 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
- 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 interventions to meet behavioural standards, including irregular attendance. These students will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Documentation of incidents relating to the management of student behaviours to inform decision making.
- Revision of the Personalised Learning Plan (PLP)
- Parent consultation via phone or interview
- Support strategies that might assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- Case conference

Tier 3: Intensive intervention

Reducing unwanted behaviour and consequences for inappropriate student behaviour

St Mary's Primary School adopts a staged response to inappropriate behaviour and appropriate responses may take the form of:

- Non-verbal warning – e.g., eye contact / hand movement / shake of head
- Verbal warning which identifies the misbehavior followed by a 'do over' prompt providing student the opportunity to use expected behaviours
- Changing student access to learning activity e.g., work on own, change groups, change location
- Removing student access to learning activity e.g., take a break at your desk
- Moving student from the room e.g., finish your work next door
- Student required to stay back at end of class
- Student required to complete work during recess / lunchtime

When concerns arise about a student's on-going behaviour or when a student is displaying consistent behaviour of concern, St Mary's Primary School will implement a targeted response to identify and address the behaviour and teach replacement behaviour. This may involve the following support strategies:

- Convening a Program Support Group (PSG) meeting involving parents/carers/Learning Diversity/Pastoral Wellbeing coordinator and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- Referral to external Health or Allied Health providers
- Contact with CEB staff.

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Disciplinary measures may be used as part of a staged response to behaviours of concern in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Measures should always be proportionate to the nature of the behaviour and are best used with support measures to identify and address causes of the behaviour. Disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines and may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/careers will be informed of such withdrawals
- Detention
- 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. In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be re-located/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Parents/carers should be informed of such withdrawals.
- Suspension (in-school and out of school)
- Negotiated transfer
- Expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and wellbeing of other students, staff or themselves at significant risk.

If other strategies are unsuccessful in modifying student behaviour, St Mary's Primary School will follow the DOBCEL Guidelines for Suspension, Negotiated Transfer and/or Expulsion.

Corporal punishment

The use of corporal punishment is expressly prohibited at the school and under the *Education and Training Reform Act 2006 (Vic)*.

Consultation

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 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 individual physical, functional, emotional, or educational goals; and
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist

Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, St Mary's Primary School will adhere to an Occupational Health & 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. A similar risk-based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences.

St Mary's Primary School may engage the services of Catholic Education Ballarat (CEB) staff for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff, and broader community.

Related school policies

- DOBCEL Attendance Policy
- DOBCEL Complaints Management Policy and Procedure
- DOBCEL Duty of Care Policy Suite
- DOBCEL Enrolment Policy
- DOBCEL: Suspensions and Expulsions Policy and Procedures
- DOBCEL Learning and Teaching Policy
- DOBCEL Child Safe and Wellbeing Policy
- DOBCEL Prevention of Bullying, Harassment and Discrimination Policy and Procedures
- CECV Child Safety Commitment Statement
- Code of Conduct for Caring for Children - Professional Standards Catholic Diocese of Ballarat
- CECV Positive Behaviour Guidelines.

https://www.cecv.catholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf

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DOBCEL Behaviour Management Procedures

APPENDIX 3

Restrictive Interventions Guidelines

Policy and Legislative Context

The information provided in this section of the guidelines draws substantially on the policies and guidelines of the Victorian Department of Education and Training (DET) regarding restraint and seclusion of students and the following legislation:

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Education and Training Reform Act 2006 (Vic.)

Equal Opportunity Act 2010 (Vic.)

Occupational Health and Safety Act 2004 (Vic.).

All teachers and schools owe students a duty of care and are required to take reasonable care to ensure student safety and their protection from reasonably foreseeable injuries. Moreover, it is recognised that staff in all schools are also owed a duty of care. DOBCEL is required to provide and maintain, so far as reasonably practicable, a working environment that is safe and without risk. At any given time in a school setting there can be any number of catalysts that can trigger emotional or impulsive excessive reactions from students. Teachers need to respond to these reactions in positive ways to de-escalate situations and restore peace and calm. This policy is intended to offer information and support to staff and parents regarding uncommon but potential situations where teachers may have no control over what the student is choosing to do and are compelled to apply restrictive intervention to a student to prevent the risk of harm to the student or to others.

Students Exhibiting Complex and Challenging Behaviour

Effective support for students exhibiting complex and challenging behaviour requires a holistic response, involving school and community teams, the student and his/her family. This is best established by:

- development and implementation of a student safety plan;
- appropriate and targeted interventions, encompassing identification of learning and/ or behaviour needs, assessment, analysis and interpretation, learning and teaching strategies and ongoing evaluation;
- specialised support to inform planning as required.

The use of restraint and seclusion does not form part of a student safety plan and should not be identified as an appropriate intervention. It is to be applied only in cases of emergency and be considered a temporary measure.

Where a student is known to exhibit complex/ challenging behaviour, a risk assessment should also be undertaken. A risk assessment requires schools to identify the risks posed by the student (to themselves other students and situations) to consider various risk mitigation strategies.

It is to be noted that these guidelines apply not only to students who have previously been identified as exhibiting complex/challenging behaviour, but also to students who have a 'one-off episode' of complex and challenging behaviour.

Restrictive Intervention Guidelines include:

Every effort must be made to prevent the need for use of restraint or seclusion.

There are limited circumstances in which restraint or seclusion may be appropriate, it is important to remember that prevention is the best strategy.

In making the decision that any form of restraint or seclusion is required, DOBCEL Schools should be aware their actions may directly increase the risk of injury or trauma, both for the student and the staff member.

Restraint or seclusion must not be used at DOBCEL School on a regular or long-term basis.

Restraint or seclusion must not be used as a routine behaviour management technique or as a regular first response to poor behaviour.

Restraint or seclusion must not be used to punish or discipline a student or for convenience.

DOBCEL Schools **must not** use mechanical or chemical restraints as a means of controlling student behaviour in an emergency.

Where restraint or seclusion is determined as the best option in the circumstances, the least restrictive form of restraint/seclusion must be used for the minimum time possible.

Where a student is placed in a separate room for seclusion, appropriate supervision of the student will be always maintained.

The use of restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

DOBCEL Schools must not use any form of restraint that covers the student's mouth or nose; restricts breathing; takes the student to the ground into the prone (lying face down) or supine (lying face up) position; involves the hyperextension of joints or application of pressure to the neck, chest, or joints.

In all situations, where reasonable and practical, restraint will only be applied by staff who have been trained by an appropriate provider to ensure they are able to exercise good judgement in an emergency, taking into account both their duty of care to their students and their duty to ensure their own safety.

Three Conditions on the Use of Restraint or Seclusion

Restraint and seclusion will only be used in an emergency that satisfies the following three conditions:

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

Imminent threat of physical harm

The student's behaviour must pose an imminent threat of physical harm or danger to the students or others. A verbal threat from a student would not usually be sufficient to meet this condition unless there is an associated risk of imminent harm.

For example, this condition would be met if a student is threatening to hit someone with a cricket bat and is holding the cricket bat. Where the student is making verbal threats, but the staff member does not believe there is risk of imminent harm, the staff member should take appropriate action but this should not include restraint or seclusion.

The physical harm should be to the student, (i.e. self-harm) or another person (e.g. student or staff member). Damage to property alone is not sufficient to meet this condition. If the property damage poses imminent danger to nearby students, the first condition may be satisfied.

Reasonable in the circumstances

It must be reasonable in all the circumstances to restrain or seclude the student. DOBCEL Staff should consider whether restraint/seclusion is proportionate to the harm that is intended. For example, it may be reasonable to restrain a student in response to an imminent attack with a cricket bat, but it would be generally considered unreasonable to restrain a student in response to low level pushing.

In taking account of the circumstances, staff should consider:

- the student's age, year level and developmental level;
- the student's physical presentation – weight and stature;
- the relevance of any disability, impairment (including psychological conditions) or medical condition;
- the anticipated response of the student;
- the effect of the restraint/seclusion on the relationship with the student;
- the environment – including any specific hazards;
- the form of restraint/seclusion that is appropriate.

No less restrictive means of responding

There must be no less restrictive means of responding to the student's behaviour. Restraint/seclusion must be used as a last resort when all less restrictive options have been exhausted. The staff member must have considered the options and made a professional judgement that the alternatives were less likely to succeed in the circumstances.

Unless the three conditions are satisfied, restraint or seclusion will not be used at any DOBCEL School to:

- respond to class/school disruption;
- maintain good order;
- respond to a student's refusal to comply;
- verbal threats from a student;
- a student leaving the classroom without permission and
- destruction of property by a student.

DOBCEL Schools must not use physical restraint and seclusion unless immediately required to protect the safety of the student or any other person. In addition to this, restraint or seclusion should only be used when other methods of de-escalation of the situation have failed and a dangerous situation is imminent.

Restraint and seclusion are not used:

- as a routine method of punishment;
- as part of the school behaviour management philosophy, policy or procedure;
- to punish or discipline students for non-compliant behaviour, unless that creates a situation of imminent danger to the student or to others;
- to respond to verbal threats of harm from a student, except where there is reasonable belief that the threat will be immediately enacted or
- to punish or stop property destruction caused by the student unless the action is placing any person in immediate risk of harm.

Restraint or Seclusion may be used only when:

- there is an imminent threat of physical harm or danger to the student or others; and where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no restrictive means of responding in the circumstances.
- as with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person.

Decision to restrain/seclude

The first priority is the safety of all concerned in the incident. The decision to use restraint or seclusion rests with a teacher's professional judgement. Such decisions are made in times of high stress. DOBCEL Staff are encouraged to pause and conduct a dynamic risk assessment.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the *Charter of Human Rights and Responsibilities Act 2006*.

Issues involved:

- use minimum force required to avoid the risk of harm or danger;
- only restrain for minimum duration necessary;
- type of restraint needs to factor in age of student, size, gender, any impairment, medical conditions, psychological conditions, likely response of student and the environment where the incident occurs and

- during restraint staff need to monitor the student for indicators of distress and should talk to the student, making it clear why this is happening and that it will stop when it is no longer necessary to protect the student or others.

Actions after the restraint/seclusion has been used

The principal is notified immediately of any instance when restraint or seclusion is involved.

The principal or a senior member of staff will contact the parent/guardian of the student following any incident of restraint or seclusion. Depending on circumstances, the principal may contact other parents.

Incidents involving restraint or seclusion are often stressful or traumatic for those involved. The wellbeing of students and staff is paramount.

Additional support for the student concerned may include:

- Arranging a PSG
- Participation in a review of their BSP
- Counselling

Support for staff involved may include:

- Debriefing in relation to the incident
- Access to the Employee Assistance Program
- Counselling or
- Professional learning

Other students who were involved or witnessed the incident may benefit from debriefing with chosen staff about the incident or professional counselling.

Recording and Reporting

DOBCEL Schools follows the reporting and recording requirements for serious incidents, using the Checklist for Principals (Appendix 4.) **NOTE: The Record of Restraint/Seclusion form must be completed. A copy is retained by the principal and one copy is provided to DOBCEL Catholic Education Ballarat. Team Leader: Well Being**

The principal must consider whether the use of restraint/seclusion amounts to Reportable Conduct and therefore needs to be reported to the Commission for Children and Young People (CCYP).

After a restraint event has occurred the following needs to happen:

- Staff member to report the incident to the principal, add this to the Behaviour Tracker and Live Diaries.
- The school contacts the student's parents and provide details of what occurred.
- It would be most appropriate to hold a meeting to support parents, staff, and student by working through the issues that occurred.
- It may lead to discussions with Student Services from Catholic Education Ballarat.
- There may be need for setting up a behaviour support plan for the students to prevent a repeat episode.
- Other staff members or students who witnessed the incident may require debriefing or counselling support.

Maintaining records of incidents

As soon as possible after the incident a written record should be written by the staff member/s involved – describing the incident, the restraint and aftermath. The record is added to the student file, Behaviour Tracker and Live Diaries.

Details to be included:

- the name of the student/s and staff member/s involved
- date, time and location of the incident
- names of witnesses (staff and other students)
- what exactly happened (a brief factual account)
- any action taken to de-escalate the situation
- why physical intervention was used (if applicable)
- the nature of any physical intervention used
- how long the physical intervention lasted
- names of witnesses (staff and other students)
- the student's response and the outcome of the incident
- any injuries or damage to property
- immediate post incident actions, such as first aid or contact with emergency services
- details of contact with the student's parent/carer
- details of any post-incident support provided or organised

The principal should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident

School leaders need also to consider the wellbeing of the staff member who is involved in physical restraint. The person may require counselling as well as medical attention due to physical strain or stress. This is an OHS situation and needs to be dealt with sensitively for the student and for the staff member.

Review of Processes

The Leadership Team should consider future preventative and de-escalation strategies so as to reduce the likelihood of a similar incident in the future. This may involve a review of processes or policy, staff training or additional staff support.

Following an incident involving restraint or seclusion, DOBCEL Schools will review school processes including the Behaviour Management Policy and Procedures, Emergency management plan and the student's BSP or SSP, if they have one.

The review or development of a student's BSP or SSP will be done in consultation with the student's parent/guardian and, if appropriate, the student. This review or development will include:

- The underlying cause or purpose of the behaviour that led to the use of restraint/seclusion.
- The supportive practices and strategies that worked well for the student.
- The key elements that led to the escalation of behaviour.
- Further adjustments or supports that could prevent a repetition of the event leading to restraint/seclusion.
- The review of the incident will also consider the need for training, professional learning of staff or consultation with support agencies.

Staff Training

DOBCEL Staff are trained on effective alternatives to restraint and seclusion, such as Positive Behaviour Support (PBS) to recognise when student behaviour is escalating and how to take appropriate steps to de-escalate a situation