



LUMEN CHRISTI
PRIMARY SCHOOL

STUDENT ENGAGEMENT AND INCLUSION POLICY and PROCEDURES

POLICY STATEMENT

This policy reflects the *Catholic Education Commission Victoria “Whole School Approaches to Supporting Positive Student Behaviour”* It is to be read in conjunction with the Lumen Christi Behaviour Policy (2017)

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School Advisory Council Chairperson: *Andrew Henwood*

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Index

1. School Profile	3
2. School Vision, Values and Philosophy	3
3. Guiding principles	3
4. Engagement Strategies	4
5. Identifying students in needs of extra support	4
6. Behaviour expectations	4
7. School Actions	5
8. Engaging with families	7
9. Evaluation	7
10. Appendices and Related Policies	
<i>Appendix 1: Statement of Rights and Responsibilities</i>	8
<i>Appendix 2: Student Engagement Strategies</i>	11
<i>Appendix 3: Behaviour expectations: Parents/Carers, Staff & Students</i>	12
<i>Appendix 4: Teaching Student behavior Expectations: SHINE MATRIX</i>	13
<i>Appendix 5: Staged Response to behavior issues and Disciplinary Measures</i>	14
<i>Appendix 6: Tiered Response to Breaches of Minor and Major Behaviours: SHINE</i>	16
<i>Appendix 7: Process for responding to breaches of Uniform Code:</i>	25
<i>Appendix 8: Grievance Procedures</i>	28
<i>Appendix 9: Role of School Pastoral Care Worker</i>	29
<i>Appendix 10: Bullying and Harassment Policy</i>	31

STUDENT ENGAGEMENT AND INCLUSION POLICY

1. SCHOOL PROFILE

Lumen Christi Primary School, Delacombe was established in 1990, becoming the second Catholic school in St.Aloysius Parish, Redan.

In 2017 school enrolments are around 325 students. We have 40 school staff including a wellbeing team and a school counsellor.

Approximately 23% of the school families receive the Camps, Sports & Excursion Funding. The school has an Index of Community Socio-Educational Advantage (ICSEA) of 991.

2. SCHOOL VISION, VALUES AND PHILOSOPHY

‘Lumen Christi’ means the ‘Light of Christ’.

Our Vision: ***We are called to shine the Light of Christ in the world***

Everyone should be treated with respect. Everyone needs to feel safe and secure. Students need an environment that supports their learning, personal growth and positive self- esteem. Members of the school community (staff, parents and children) work in partnership to uphold this safe and respectful environment. *“What does the Lord require of you to do justice, and to love kindly, and to walk humbly with your God”* (Micah 6:8)

At Lumen Christi the procedures used to maintain a disciplined, yet secure, healthy and respectful community, will assist in protecting the rights of each member, and prevent behaviour that is inappropriate and likely to lead to future problems. We aim to promote self-discipline and positive approaches to the development of acceptable behaviour in students. A united and consistent approach to behaviour by staff, students and parents will ensure the effectiveness of the policy.

Our school community has identified the following school wide expectations, SHINE, to teach and promote our high standards of responsible behaviour:

- Safe
- Have Respect
- Inclusive of others
- Never Give Up
- Excellence

Our school wide expectations have been agreed upon and endorsed by all staff and our School Advisory Council. They are aligned with the values, principles and expected standards outlined by the CECV Whole School Approaches to Supporting Positive Behaviour. 2015 CECV.

A statement of **‘RIGHTS AND RESPONSIBILITIES: Students, Staff & Parents/Care Givers’** is included in **Appendix 1**.

3. GUIDING PRINCIPLES

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child’s learning and build their capacity as active learners.

STUDENT ENGAGEMENT AND INCLUSION POLICY

- The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. ENGAGEMENT STRATEGIES

To realise our vision, Lumen Christi has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and as such we will put in place strategies to identify these students and provide them with the support they need.

Lumen Christi works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. The school uses School Wide Positive Behaviour Intervention (SWPBIS) strategies, including the explicit teaching and learning of School Wide Behaviour Expectations using the SHINE Matrix (included in **Appendix 4**) There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of self and others. The universal (whole-school), targeted (group-specific) and individual engagement strategies used in Lumen Christi are outlined in Tiered Response to Breaches of Behaviour Expectations; Minor & Major. (Appendix 6)

5. IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Lumen Christi will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by staff
- Engagement with student families
- Friendship surveys
- Incident Reports
- Time-out data
- School Pastoral Care Worker: role outlined in Appendix 9:
- SAS 2000 School Administration System

See pg 15 of this policy for suggested strategies

6. BEHAVIOURAL EXPECTATIONS

Shared behaviour expectations for students are detailed at **Appendix 3**.

All students are expected to:

- model the school’s core values of diversity, achievement, responsibility and endeavour (SHINE).
- model the school’s behavioural expectations of Safety, Have Respect, Include others, Never Give Up and Excellence (SHINE)
- Impact positively on the learning or safety of others

At Lumen Christi we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a strategy directed towards all students

which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. This framework is our Schoolwide Expectations Teaching Matrix.

Shared behaviour expectations for parents/carers and school staff are detailed at **Appendix 3**.

7. SCHOOL ACTIONS

Responding to challenging behavior

Lumen Christi makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. The Tiered Response to Breaches of Minor and Major Behaviours are outlined in Appendix 5 and the Bullying and Harassment Policy (Appendix 10)

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A school incident form is completed online to record all minor and major problem behaviour. With the recording of three minor behaviours or three Time Outs, the principal will meet with the child/parents.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor problem behaviour is handled by staff members, at the time it happens.**
- **Major problem behaviour is referred directly to the School Administration team: Behaviour Response Team (BRT)** consisting of the Principal, Deputy Principal, Special needs Coordinator and other human resources as deemed appropriate.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of Behaviour Support Team

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or timeout for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 - names the behaviour that the student is displaying;
 - asks the student to name expected school behaviour;
 - states and explains expected school behaviour if necessary; and
 - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to the Principal/Behavioural Support Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member sends a Red Card to the office and a member of the BST attends *immediately*. If the incident is serious but not of an urgent nature, the staff member sends a Yellow card to the office indicating they require attendance as soon as is possible. If the safety of children or others is in jeopardy, the teacher in charge, removes the children to a safe location and the BST stay with the child displaying the severe behaviours.

STUDENT ENGAGEMENT AND INCLUSION POLICY

Severe/Major problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

An **Emergency** situation or **Critical Incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Refer to CEOB Guidelines for Behaviour Support

Major problem behaviours may result in the following consequences:

- Level One: Time in office, removal to Withdrawal Room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to a Tier 3 Intervention (such as DrumBeat, Social Express, Small group Bounce Back activities, Functional Behavioural Analysis).
- Level Two: Parent contact, referral to CEO Education Officer/Psychologist, referral to Intensive Behaviour Support Team, suspension from school or an 'in school suspension'.
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension. Where the behaviour may constitute the commission of a criminal offence the Victorian Police may be contacted.

Where a student acts in breach of the behaviour expectations of our school community, we will institute a staged response. (**Appendix 5**).

Disciplinary measures (Appendix 5) may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Lumen Christi has in place an *Intensive **Behaviour Response Team** to address Major behavior breaches, who:*

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- develops a Behaviour Support Plan and
- works with the SWPBIS Team to achieve continuity and consistency.

Following referral, a team member of the BRT contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and the Catholic Education Office, Ballarat.

Disciplinary measures (greater detail is provided in **Appendix 5** that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges (e.g. Timeout, not attending excursions)
- Withdrawal from class activities for a specified period. Parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school/out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the CEOB Behaviour Management Guidelines 2012 have been met. Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the CEOB Behaviour Management Guidelines (2012).

8. ENGAGING WITH FAMILIES

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the SRC Insight survey, and from parent representatives on School Advisory Council. The School Advisory Council provides support and encouragement to the Parents' & Friends Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of this Student Engagement and Inclusion Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined in **Appendix 3**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in **CECV Safe and Sound Practice Guidelines (Occupational Violence) 2014**. Grievance procedure processes are outlined in **Appendix 8**.

9. EVALUATION

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Insight SRC School Survey data
- SWIS (School Wide Information System)
- school level report data
- parent survey data
- student survey data
- data from case management work with students: e.g. Personalised Learning Plans, Student Support Groups, Student Assessment Folders, Profiles

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

APPENDIX 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES:

Students/Staff & Parents/Care Givers

It is the right of all members of the Lumen Christi Primary School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

Principal and teachers concerned have the right to be informed, within Privacy requirements about matters relating to students that may impact on the teaching and learning for that student.

All members have an obligation to ensure school property is appropriately used and maintained.

Student Rights and Responsibilities:

- To be provided with the opportunities to reach their full potential.
- To work in a healthy, safe and non-discriminatory environment.
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance.
- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification.
- To have specific needs addressed.
- To be responsible learners and assist in the creation of a safe learning environment.
- To participate fully in the 'school's educational program.
- To be positive and enthusiastic members of the school community.
- To follow class and school rules.
- To respect own and school property.
- To respect and value the opinions of others.
- To treat all members of the school community with respect.
- To be active participants in their own learning engaging in personal goal setting that is realistic, attainable and challenging.

Staff Rights and Responsibilities:

- To build positive relationships with students as the basis for engagement and learning.
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber bullying) see Bullying and Harassment Policy.
- To work effectively in a healthy, supportive, non-discriminatory and stimulating environment
- To pursue professional development.
- To treat all students, staff and parents with respect, courtesy, dignity and fairness.
- To teach a differentiated curriculum based on current educational philosophies that engages and challenges children in their learning.
- To follow school policy and procedures.
- To be positive role models at school and in the community.
- To be an active member of a Professional Learning Community (PLC), working with colleagues and sharing expertise in Professional learning teams (PLTs) with a strong focus on collaboration learning, assessment and results.
- To work in partnership with parents, carers and members of the wider school community and maintain a professional relationship at all times.
- To behave and dress in an appropriate and professional manner.
- To promote a positive image of the school in the community.
- To respect privacy and confidentiality.
- To demonstrate standards set by the Victorian Institute of Teaching (VIT).

STUDENT ENGAGEMENT AND INCLUSION POLICY

Parent/Caregiver Rights and Responsibilities:

- To support the school's Catholic ethos, traditions and practices.
- To know that their children are in a safe and happy learning environment.
- To be informed about student behaviour and consequences- both positive and negative.
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber bullying).
- To be active partners in the learning and development of their children.
- To positively support class/school behaviour expectations.
- To ensure students are punctual and attend school regularly.
- To support the school's dress code.
- To engage in regular and constructive discussion with school staff regarding their child's learning and behavior.
- To use appropriate grievance procedures always acting in a respectful and constructive manner (see Lumen Christi Parent School Relationship Code of Conduct).
- To promote a positive image of the school in the community and in social media.
- To respect privacy with confidentiality.

Where there is a breach in the Statement of Rights and Responsibilities, refer to the CECV Safe and Sound Practice Guidelines (Occupational Violence) 2014

APPENDIX 2

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> ● Our school will deliver a broad curriculum. ● Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. ● Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. ● Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. ● All students will have the opportunity to participate in a social and emotional learning: explicit teaching of pro-social expectations (SHINE), Bounceback. ● Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. 	<ul style="list-style-type: none"> ● All staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. ● All teaching staff will apply a trauma-informed approach guided by specialist staff eg Doctors or psychologists to guide them as they work with students who have experienced trauma. 	<ul style="list-style-type: none"> ● Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school. ○ Establish a Student Support Group. ○ Seek extra resources under the Students with Disabilities Program for eligible students ○ Develop a Behaviour Support Plan and/or Personalised Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies - Centacare, CASA.

APPENDIX 3

SHARED BEHAVIOUR EXPECTATIONS

Parents/Carers and Staff

	Parents/Carers	Principal & School Staff
Engagement (participation in the classroom and other school activities)	<ul style="list-style-type: none"> Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs. Support their child in their preparedness for the school day and in the provision of a supportive home environment. Monitor their child's school involvement and progress and communicate with the school when necessary. Are informed and supportive of school programs and actively participate in school events/parent groups. 	<ul style="list-style-type: none"> The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students. The school will provide an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.
Attendance	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> ensure that their child's enrolment details are correct and up to date ensure their child attends regularly and punctually advise the school as soon as possible when a child is absent account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <ul style="list-style-type: none"> proactively promote regular attendance mark rolls accurately each morning & afternoon follow up on any unexplained absences promptly and consistently identify trends via data analysis report attendance data in the school's Annual Report support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations Communicate with the school regarding their child's circumstances Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will 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.</p> <p>The school will consistently apply this Student Engagement and Inclusion Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p>

STUDENT ENGAGEMENT AND INCLUSION POLICY

		The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.
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STUDENT ENGAGEMENT AND INCLUSION POLICY

APPENDIX 4

Student Behaviour expectations are represented in the SHINE MATRIX 4

	Classroom/ Shared Spaces	End of the Day Front of School Includes Bus Lines, Bikes, Waiting for Pickup	Toilets	Oval	Asphalt/Sandpit/ Playground	Technology
Safe	We walk. We use an inside voice. Make sure chairs are pushed in and obstacles are put away. We keep each other feeling safe by using kind words and actions.	We are aware of our surroundings. We use the crossing or safe entry/exits. We walk our bike/scooters on school grounds. Wait out the front for our pickup; (not out the back on the playgrounds).	We walk. We are sensible and only stay in this space as long as required. We make others feel safe by respecting their privacy.	We are aware of those around us. We play ball games by the school rules. We take pride in our school grounds and make sure they are neat, tidy and clean. We keep each other feeling safe by using kind words and actions.	We are aware of those around us. We keep sand in the sandpit. We avoid wet areas. We take turns on the playgrounds. We keep each other feeling safe by using kind words and actions.	We walk with all devices. We access school safe sites. We report anything that is not appropriate that comes up on our devices. We make positive comments online that make others feel safe and supported.
Have Respect	We own our learning We respect the learning of our classmates We work positively with our teachers, visitors and guests We look after our belongings We keep our classrooms clean	We listen to and follow instructions from teachers and other adults. We leave the front of the school clean and tidy. We wait sensibly in line and look out for each other	We flush We leave the toilet clean We wash our hands We turn off the taps properly We respect other's privacy We are water wise.	We play games according to the rules. We ask questions or talk to a teacher if we have a concern about a game We look after the equipment We share the space	We use our words to ask question if we have a concern about a game We speak respectfully to each other.	We look after our devices We only use our personal accounts We report anything that is inappropriate on our devices. We report any misuse of the devices
Include Others	All are welcome to work with me. We take turns. We can support our peers in making good choices.	We let others into line and on the bus. We can play settled games while we wait to be collected.	We only go in the toilets for individual use not games. We give others their privacy. We make it easy for others to use the toilet.	We ask to join a game and make sure we are clear on what the game involves. We help others be a part of our oval games. We share in the games we play.	We ask to join a game and make sure we are clear on what the game involves. We help others be a part of our oval games. We share in the games we play.	We collaborate on shared documents. We use shared school sites appropriately. We discuss school topics on our school sites.
Never Give Up	We know our goals. We enjoy a challenge. We ask for help if we get stuck. We celebrate when we achieve our goals.	We ask for help if we don't know what to do	We aim to keep the toilets clean and safe for ALL to use. Even when we are in a hurry we use good habits in the toilets.	We understand that games have rules and we may not get them right every time. We share how we feel to try and work out a tough situations. We can accept a loss. We know we can go take a break and come back when we are feeling better.	We enjoy games and 'bounce back' if things go wrong. We know that all feelings are ok and can choose to have some quiet time if we need. We keep trying even when it gets hard.	We use technology and adapt our learning to support using technology as we grow.
Excellence	We strive for our goals in all that we do. We ask questions. We join in wherever we can.	We get to buslines quickly. We wear our correct uniform. We make sure we have all our belongings. We model our best Lumen Christi behaviour.	We have excellent personal hygiene We ensure that as individuals we use this space appropriately. We keep an eye out for our space We report any inappropriate behavior.	We look after our oval and its equipment. We try to get along with everyone. We give compliments to those playing well. We get along with one another.	We look after our playgrounds, equipment and sand. We fill our Lumen friend buckets up who are enjoying games and playing nicely.	We report any inappropriate use of devices, apps or websites at school. We extend our learning through the support of technology.

APPENDIX 5

STAGED RESPONSE CHECKLIST FOR STUDENT BEHAVIOUR ISSUES

Stage 1: Promoting positive behaviour and preventing behavioural issues: Universal Strategy SWPBS & Restorative Practices	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	<p>SHINE Teaching and Learning Matrix</p> <p>Development and implementation of the SHINE curriculum including aspects of programmes such as ‘Bounce Back’ and ‘Friendly Schools’</p> <p>All children will be given the opportunity to revisit school norms and consequences of breaking these norms at the beginning of each year.</p> <p>Each classroom will develop its own class norms and consequences at the beginning of each year. These norms and consequences will align with overall school norms and consequences.</p> <p>The wider school community will be informed about school norms and consequences through the use of newsletters and information nights.</p>
Establish whole school positive behaviour programs.	<p>PBIS is a schoolwide approach using proactive strategies for defining, teaching, and supporting appropriate student behaviours, to create a positive school environment</p> <p>Implementing SWPBS including:</p> <ul style="list-style-type: none"> ● Explicitly teaching school wide behaviour expectations according to the SHINE Teaching and Learning Matrix ● Evidence based practice ● SHINE acknowledgement and reward systems
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	<ul style="list-style-type: none"> ● Collect data from incident reports (SWIS) ● Teacher observations ● PLT discussions ● SW Problem Solving Team meetings ● program Support Group Meetings ● Personalised Learning Plans

STUDENT ENGAGEMENT AND INCLUSION POLICY

Stage 2: Responding to individual students exhibiting challenging behaviour: Tier 2 & 3	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). refer SHINE Tiered Response: Minor/Major Problem Behaviours	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Teach replacement behaviours.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	

Disciplinary Measures

Disciplinary measures will always be proportionate to the nature of the behaviour, and will be employed in combination with support measures to identify and address causes of the behavior and delivered in accordance with CEOB Positive Behavior Guidelines.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian school

Responses to Problem Behaviour

Tiered in-school disciplinary measures will be used to guide and to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours

Withdrawal of privileges

If appropriate student privileges will be withdrawn as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary however they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, the school will ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated

STUDENT ENGAGEMENT AND INCLUSION POLICY

- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

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 of time.

The school have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Detention

Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the principal will ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, schools may choose to negotiate alternative disciplinary measures with the parent or carer.

Exclusion from school

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and will be reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Suspension

A student may be suspended for serious behaviours that deliberately and wilfully destroy property or interfere with the educational opportunities of others.

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Expulsion/Negotiated Transfer

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled.

When all avenues for the child's inclusion and engagement have been exhausted a meeting may be convened by the principal with the Behaviour Response Team and the parents to initiate a negotiated transfer or expulsion.

APPENDIX 6



TIERED RESPONSE TO BREACHES OF MINOR AND MAJOR BEHAVIOURS: SHINE

Each classroom has a **RED** and **YELLOW** card in the Student Information folder next to the Computer. If you require support for any behavior or incident please send a 'reliable' child to the office with:

- The **YELLOW** card: (if the need is not of an urgent nature) Please come to the classroom when you are available
- The **RED** card: (if the need is of an urgent nature) A member of the Behaviour Response team is required in the classroom immediately
- The office staff will contact the Behaviour Response Team (Principal, Vice Principal, Special Needs Co ordinator) to attend the incident

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
<p>A process of intervention managed by the <u>classroom teacher</u> &/ or the <u>Yard Duty teacher</u> and implemented within the regular learning environment and playground through the use of <u>SHINE</u> as a teaching tool.</p>	<p>A process of assessment and intervention developed jointly by the classroom teacher and Learning Support, School Leadership, Student Welfare, Wellbeing Coordinator and Psychologist. To be implemented in the regular learning environment and playground.</p> <p><i>Follow the "5 Steps to Classroom and Playground Control":</i></p> <ol style="list-style-type: none"> 1. <i>Remain calm</i> 2. <i>Warn with rights based warning "Your behaviour is disturbing others, please stop".</i> 3. <i>Reassert "I understand and we can discuss this later. Right now please..."</i> 4. <i>Give choice "You have a choice. If you will not comply you will have a timeout or other consequence."</i> 5. <i>Follow through with graded consequences:</i> 	<p>This level of intervention is for the students who present with complex on-going difficulties and are considered significantly at risk. Schools seek the involvement of CEO staff, in addition to external agencies, to complete detailed assessments and intervention plans. Where the behaviour is of a serious nature, it may require the implementation of the Serious/Critical Incidence Response, and constitute the commission of a criminal offence, Victorian Police may be contacted.</p> <p><i>Follow the "5 Steps to Classroom and Playground Control":</i></p> <ol style="list-style-type: none"> 6. <i>Remain calm</i> 7. <i>Warn with rights based warning "Your behaviour is disturbing others, please stop".</i> 8. <i>Reassert "I understand and we can discuss this later. Right now please..."</i>

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
	<ol style="list-style-type: none"> a. Move student to another seat / isolated area of the classroom/ playground b. Remove to another classroom or to the specified Timeout area for time out (timeframes for grades as per Minor Problem Behaviour c. Organise conference/restorative chat to include <i>Behaviour Response Team</i> 	<ol style="list-style-type: none"> 9. Give choice <i>"You have a choice. If you will not comply you will have a timeout or other consequence."</i> 10. Follow through with graded consequences: <ol style="list-style-type: none"> d. Move student to another seat / isolated area of the classroom/ playground e. Remove to another classroom or to the specified Timeout area for time out (timeframes for grades as per Minor Problem Behaviour f. Organise conference/restorative chat to include <i>Behaviour Response Team</i>
<p>Responsibility of the Classroom/Duty Teacher:</p> <p>A re-direction procedure.</p> <p>The staff member takes the student aside and:</p> <ol style="list-style-type: none"> 1. names the behaviour that the student is displaying; 2. asks the student to name expected school behaviour; 3. states and explains expected school behaviour if necessary; and 4. gives positive verbal acknowledgement for expected school behaviour. 	<p><u>Misuse of iPad / technology</u></p> <p>Ongoing inappropriate use of equipment - not doing what asked to do, using the equipment to access social media, home apps, chat functions</p>	<p><u>Misuse of iPad / technology</u></p> <p>Student engages in ongoing inappropriate (as defined by the school) use of mobile phones, iPads, music/video players, camera and/or computer.</p>
	<ul style="list-style-type: none"> ● Removal of technology (for a set period of time - day, week) ● Parent contacted by teacher in charge of removal ● Misuse on 3 occasions moves into tier 3 ● Complete time out form <p><u>Property damage/ Vandalism</u></p> <p>Student participates in an activity that results in destruction or</p>	<ul style="list-style-type: none"> ● Withdrawal of the Technology ● Notify the Behaviour Response Team ● Parents called and meeting organised ● Time with behaviour response team ● Responding to Serious Offences process (see appendices) ● In school suspension (out of school suspension to be considered) ● Complete incident report <p><u>Property damage/ Vandalism</u></p> <p>Student deliberately impairs the usefulness of property or participates in an activity that results in substantial</p>

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> Students must be on time to all classes Students who arrive after the 8:50am bell must report to the general office to get a late pass. Students who leave school early must be signed out at the office by a parent or caregiver. Students' absence and reason for the absence must be communicated with the school. (phone call the morning of the absence, note, medical certificate) Students must not leave the school grounds without permission. <p><i>Continued misbehaviour (two 'warnings') warrants moving into the guidelines provided by Minor and Major Problem Behaviours (timeout etc.).</i></p>	<p>disfigurement of property (school or personal).</p>	<p>destruction or disfigurement of property. e.g. graffiti on school property/ grounds, willful destruction of property.</p>
	<ul style="list-style-type: none"> Time out (F -5mins, 1/2 10mins, 3/4 15mins, 5/6 20 mins) Parents notified. Property needs to be restored or replaced (replacement form to fill out and send home) Complete time out form 3 timeouts results in the Principal contacting the parents 	<ul style="list-style-type: none"> Removal of student from area May need to secure the area to maintain safety for students and staff. <p>Send for Help:</p> <ul style="list-style-type: none"> Red card - Behaviour Response Team Parents called and meeting organised Time with behaviour response team Responding to Serious Offences process (see appendices) In school suspension, out of school suspension to be considered
	<p><u>Disruption/ interference to other's learning</u></p> <p>Ongoing behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</p> <ul style="list-style-type: none"> Removal of student from class or school activities e.g. Sport, incursions, excursions or other activities, representing the school in an event. Student will be placed in a buddy classroom and/or supervised by the Behaviour Response Team. Complete time out form 3 timeouts results in the Principal contacting the parents 	<p><u>Disruption/ interference to other's learning</u></p> <p>Behaviour causing an interruption in an activity. Disruption includes loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behaviour. This is ongoing beyond tier two and/or is severe in nature.</p> <p>Send for Help:</p> <ul style="list-style-type: none"> Red card Responding to Serious Offences process (see appendices) Notify the Behaviour Response Team Parents called and meeting organised Time with Behaviour Response Team In school suspension, out of school suspension to be considered

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
		<ul style="list-style-type: none"> Complete incident report
	<u>Uniform</u> Student continues to wear clothing that is near, but not within, the school uniform guidelines e.g. foot wear, jumpers.	<u>Uniform:</u> Student continues to wear clothing that is near, but not within, the school uniform guidelines e.g. foot wear, jumpers.
	<ul style="list-style-type: none"> 'Out of Uniform' note sent home Parent contacted by phone Time out (if student's responsibility) Complete time out form 	<ul style="list-style-type: none"> Behaviour Response Team responds Parent conference Intervention such as a behaviour contract may be used
	<u>Defiance/disrespect/non-compliance</u> Ongoing refusal to follow directions, talking back and/or socially rude in their interactions.	<u>Defiance/disrespect/non-compliance</u> Refusal to follow directions, talking back and/or socially rude interactions.
	<ul style="list-style-type: none"> Time out in the timeout area (Staff member makes the call as to whether this happens immediately or after a 20-30 minute 'cool down' period) Complete time out form F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins 3 timeouts results in the Principal contacting the parents 	<ul style="list-style-type: none"> Red card Responding to Serious Offences process (see appendices) Notify the Behaviour Response Team Parents called and meeting organised Time with behaviour response team In school suspension, out of school suspension to be considered Complete incident report
	<u>Abusive language/ inappropriate language/ profanity</u>	<u>Bullying/Harassment</u> Students deliver targeted disrespectful messages (verbal and

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
	<p>Purpose and intent is to cause offense to another.</p> <p>eg. swearing at someone, name calling with intent, use of words in an inappropriate way.</p>	<p>nonverbal and cyber) and actions to another person that includes threats and intimidation, obscene gestures, pictures or written notes.</p> <p>Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, sustained or intense verbal, emotional attacks based on ethnic origin, disabilities or other personal matters.</p>
	<ul style="list-style-type: none"> • Time out in the timeout area (Staff member makes the call as to whether this happens immediately or after a 20-30 minute 'cool down' period) • F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins • Complete time out form • 3 timeouts results in the Principal contacting the parents 	<ul style="list-style-type: none"> • Establish safety for student/s. <p>Send for Help:</p> <ul style="list-style-type: none"> • Red card • Responding to Serious Offences process (see appendices) • Notify the Behaviour Response Team • Parents called and meeting organised • Time with behaviour response team • In school suspension, out of school suspension to be considered • Complete incident report • Refer to the Bullying/ Harassment Policy

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
	<u>Excluding Others</u> Deliberate exclusion of others from learning or play 3 times	<u>Excluding Others</u> Deliberate, repeated and targeted with intent.
	<ul style="list-style-type: none"> Time out: F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins 3 time outs for exclusion results in 3 timeouts results in the Principal contacting the parents 	<ul style="list-style-type: none"> Red card Responding to Serious Offences process (see appendices) Parents called and meeting organised Time with Behaviour Response Team In school suspension, out of school suspension to be considered Complete incident report
	<u>Physical Contact</u> Student engages in non-serious, but inappropriate physical contact.	<u>Fighting/ Physical aggression</u> Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching etc.)
	<ul style="list-style-type: none"> Complete time out form AND incident report 3 timeouts results in the Principal contacting the parents 	<ul style="list-style-type: none"> Establish safety for other students. Intervene where necessary to provide safety to all. We would provide duty of care to students, this may require removing the children from the location or situation. Send for Help: <ul style="list-style-type: none"> Red card - Behaviour Response Team Responding to Serious Offences process (see appendices) Notify the Behaviour Response Team Parents called and meeting organised Time with behaviour response team

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
		<ul style="list-style-type: none"> • In school suspension, out of school suspension to be considered • Complete incident report
	<u>Inappropriate Display of Affection</u> Student engages in ongoing (more than once) inappropriate (close proximity, kissing) verbal and/or physical gestures/contact, of a sexual nature to another student/adult (consensual or nonconsensual)	<u>Inappropriate Display of Affection</u> Student engages in inappropriate (as defined by the school) verbal and/or physical gestures/contact of a sexual nature to another student/adult, either consensual or nonconsensual. (May need to also refer to our Cyber Safety policy for actions such as sexting)
	<ul style="list-style-type: none"> • Time out F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins • Parents notified • Complete time out form 	<ul style="list-style-type: none"> • If necessary removal and separation of students. • Red card • Responding to Serious Offences process (see appendices) • Notify the Behaviour Response Team • Parents called and meeting organised • Time with behaviour response team • In school suspension, out of school suspension to be considered • Complete incident report
	<u>Inappropriate Location/ Out of Bounds/ Off School Location</u> Student continues to (more than twice) and with intent in an area that is outside of school boundaries (as defined by school). (Need to define this.)	<u>Inappropriate Location/ Out of Bounds/ Off School Location</u>

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
	<ul style="list-style-type: none"> • Time out F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins • Parents notified. • Complete time out form 	<ul style="list-style-type: none"> • Red Card • Notify the Behaviour Response Team • Parents called and meeting organised • Time with behaviour response team • Responding to Serious Offences process (see appendices) • In school suspension, out of school suspension to be considered • Complete incident report
	<p><u>Theft</u></p> <p>Student is in possession of, having passed on, or being responsible for removing someone else's property - this has happened more than twice.</p>	
	<ul style="list-style-type: none"> • Notification of parents • Timeout given F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins • Student to return or replace the stolen property. • Complete time out form 	
		<p><u>Sexualised Behaviour/s</u></p> <p>Student exposes self to another, student engages in sexualised behaviour.</p>
		<ul style="list-style-type: none"> • Establish safety for student/s. <p>Send for Help:</p> <ul style="list-style-type: none"> • Red card • Responding to Serious Offences process (see appendices)

STUDENT ENGAGEMENT AND INCLUSION POLICY

Tier 1: Universal Response <i>100% of students, 100% of the time</i>	Tier 2: Minor Problem Behaviour <i>Students who require additional support (Time out slip/ Incident Report must be created for Tier 2 upwards, see individual behaviours)</i>	Tier 3: MAJOR Problem Behaviour <i>Students who require individualised intervention Incident Report must be created</i>
		<ul style="list-style-type: none"> • Notify the Behaviour Response Team • Parents called and meeting organised • In school suspension, out of school suspension to be considered • Refer to Victoria Police/DHS as appropriate • Complete incident report
		<p><u>Possession or drugs or tobacco</u></p> <p>Student is in possession of or is using illegal drugs/substances or imitations, or tobacco.</p>
		<ul style="list-style-type: none"> • Establish safety for student/s. <p>Send for Help:</p> <ul style="list-style-type: none"> • Red card • Notify the Behaviour Response Team • Parents called and meeting organised • Time with behaviour response team • Responding to Serious Offences process (see appendices) • In school suspension, out of school suspension to be considered • Refer to Victoria Police/DHS as appropriate • Complete incident report.
		<p><u>Weapon/s</u></p> <p>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.</p>

STUDENT ENGAGEMENT AND INCLUSION POLICY

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		<ul style="list-style-type: none"> Establish safety for student/s. Send for Help: <ul style="list-style-type: none"> Red card Notify the Behaviour Response Team Parents called and meeting organised Time with Behaviour Response Team Responding to Serious Offences process (see appendices) In school suspension, out of school suspension to be considered Complete incident report
	<u>Attendance and Punctuality</u> Student has three or more absences or late arrivals of teacher concern. Student is late to class (class line), between activities during the school day more than twice.	<u>Attendance and Punctuality</u> Student has ongoing lateness and/or absences of concern Student continues to be late to class
	<ul style="list-style-type: none"> Phone call from teacher to parent re. the absence/ lateness. Consequence (timeout) depending on outcome of the phone call (cause of lateness/ absence). Timeout F -5mins, 1/2 -10 min, 3/4 -15mins, 5/6 -20mins 	<ul style="list-style-type: none"> Behaviour Response Team responds Parent conference Intervention such as a behaviour contract may be used

APPENDIX 7

PROCESS FOR RESPONDING TO BREACHES OF UNIFORM CODE An Out-of-Uniform Note (including a guide to the correct winter, summer, sport uniform)

LUMEN CHRISTI 'OUT OF UNIFORM' NOTE

Date:

Dear,

Recently your child has been out of uniform in the following way(s):

.....
.....
.....

You are asked to support the Uniform Policy by having your child wear correct uniform every day at school and to send a courtesy note of explanation if your child needs to be temporarily out of uniform.

If you have any difficulty with your child choosing to wear other than the correct uniform items, please let his/her class teacher know.

Please return the slip below to acknowledge receipt of this letter.

Thank you, in advance, for your support in this matter.

Murray Macdonald
(Principal)

~~~~~

“Out of Uniform” Note Acknowledgment Slip *(Please return as soon as possible)*

Dear Murray,

The “Out of Uniform” note relating to my child ..... has been received and I can confirm that

[        ] He/She is now wearing correct uniform

[        ] He/She will be in correct uniform by

.....

*(Please tick whichever is applicable above)*

Please add any explanation, if you feel it necessary to do so:

.....

.....

Parent Signature: .....

Date: .....

### APPENDIX 8

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#### GRIEVANCE PROCEDURES

At Lumen Christi we are committed to building a school culture that features positive and respectful relationships. As a Catholic school, these relationships are grounded in the values of the gospel, in particular the values of justice, compassion, reconciliation, truth and love. In keeping with Catholic social teaching, a respect for the innate dignity of each person shapes all our relationships.

In building and nurturing this culture, we acknowledge that students and parents can sometimes feel aggrieved about something that is happening at the school. Every member of our school community has a right to have their grievance or complaint addressed, and we will work positively and resolutely to achieve a satisfactory outcome for the people involved.

This policy outlines our principles and procedures for receiving and resolving complaints.

It ought to be read in conjunction with Student Engagement and Inclusion Policy 2015

#### 1. COMPLAINTS RESOLUTION: GUIDING PRINCIPLES

In receiving and responding to complaints, the following guiding principles will direct and shape the school's actions:

- We will work with the complainant with respect, courtesy and openness and with a genuine desire to achieve fair and reasonable decisions.
- The complaint will be resolved as quickly as possible.
- Confidentiality, impartiality and the principles of natural justice will form the basis of our complaints resolution process.
- The person(s) facing the complaint will be provided with detailed information about the substance of the complaint and will have the opportunity to respond.
- Personal information disclosed will be treated as confidential.
- Our resolution process will be grounded in sound and fair procedures for information sharing, conciliation, investigation and decision making.
- If a satisfactory outcome cannot be achieved, the school will provide the complainant with options for having the decision reviewed or mediated via an external authority.
- The communal needs of the school community will in most instances exceed the needs of any individual.

*Safe and Sound Practice Guidelines (Occupational Violence) 28*  
*Appendix 2*

#### 2. EXPECTATIONS OF PEOPLE MAKING A COMPLAINT

In making a complaint, the school requests and expects that the complainant will:

- raise the concern or complaint as soon as possible after the issue has arisen
- communicate and respond in ways that are constructive, fair and respectful
- provide complete and factual information about the concern or complaint
- observe confidentiality and a respect for sensitive issues
- act in good faith to achieve an outcome acceptable to all parties
- have realistic and reasonable expectations about possible outcomes/remedies.

If as a complainant you are a parent, and your concern/complaint relates to your child's treatment by another student or students while at school, the school expects that you will refer your complaint directly to your child's class teacher or the Principal. Under no circumstances should you approach another student while in the care of the school to discuss the issue or chastise him or her. Direct contact with parents to resolve the matter is also discouraged if the complaint pertains to issues or incidents that have arisen at the school.

### 3. PROCEDURES

#### 3.1 Key Referral People

Complainants are encouraged to make contact with members of the school staff who are most closely connected with the complaint/concern. For parents, this will be your child's class teacher. If there is any uncertainty about the most appropriate person to address a concern or complaint, you are encouraged to speak with the school Principal

#### 3.2 Email Communications and Teaching Staff

Due to teachers' classroom and supervision duties, it is important to contact the teacher for an appointment to discuss the matter.

Complainants and staff are strongly discouraged from sending or discussing confidential, contentious and/or emotional information via email. These matters are best discussed face-to-face.

#### 3.3 Informal and Formal Resolution Processes

If initial communication between the parties does not resolve the complaint (an 'informal' resolution process), then the complainant should:

- contact the principal or a senior member of staff to make an appointment for either a phone conference or a face-to-face meeting;
- outline the nature of the complaint, either verbally or in writing, and the steps taken to resolve it.
- In moving to a more formal process, the principal or a senior member of staff will:
- organise a meeting/phone conference
- fully document the complaint, any actions taken to resolve it and outcomes of those actions
- further and fully investigate the matter
- ensure that no one is victimised as a result of a complaint being made

*Safe and Sound Practice Guidelines (Occupational Violence) 29*

If necessary, enable a complainant to be accompanied by another person of his/her choice as a support person

- enable the person against whom the complaint has been made to respond, and to be accompanied to any meeting by another person of his/her choice as a support person
- organise a process of mediation if a complaint cannot be satisfactorily resolved by the school.

#### 3.4 Serious or Repeated Complaints, or Allegations of Misconduct

Where a complaint relates to an allegation of physical, emotional or sexual abuse, or when complaints are sufficiently serious or repeated, the principal will take action to report the matter to the appropriate authorities, ensure a comprehensive investigation, and work with all parties to facilitate a resolution.

#### 3.5 Avenues of Appeal

If a complaint remains unresolved, or if the complainant is dissatisfied with the outcomes, the complainant has the right to seek other avenues of appeal through authorities such as the Catholic Education Office.



### APPENDIX 9

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#### ROLE OF THE SCHOOL PASTORAL CARE WORKER

The Pastoral Care Worker will be based at the school two days a week during the school term, the overall goal of the role is to support the emotional wellbeing of students and the whole school community by providing pastoral care services and strategies as appropriate. The role will include responding to personal and developmental needs of children, parents, families and staff within the school community, working as a member of the school's wellbeing team, contributing to improved student engagement and connectedness.

Their role is to:

- To strengthen the school Community by responding to students, parents and staff members enquiries and requests for information, support guidance.
- Support the emotional wellbeing of children, families and staff.
- Through consultation and consideration around school community needs, identify and seek to provide services, referral points and programs this would assist students, parents and staff.

APPENDIX 10

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BULLYING AND HARASSMENT POLICY

1. POLICY STATEMENT

Lumen Christi Primary School is committed to providing a safe and respectful teaching and learning environment where bullying and harassment is not tolerated. Lumen Christi believes that all students have the right to learn in a school environment in which they feel safe and secure.

This Bullying and Harassment Policy should be read in conjunction with the Lumen Christi Student Engagement and Inclusion Policy and Procedures. 2017

Scriptural Context:

*'All members may be concerned for one another. If one member suffers, all members suffer: if one member is honored, all members share this joy. You then are the body of Christ (1 Corinthians 12:25-27)*

2. AIMS

- To explain what bullying and harassment are, and the fact that they are unacceptable and will not be tolerated.
- To ask that everyone in the school community be alert to signs and evidence of bullying and have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

3. DEFINITIONS

**Bullying** is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person's social reputation or social acceptance, or cyberbullying.

**Cyber-bullying** is direct or indirect bullying behaviours using any digital technology. For example via a mobile phone, chat rooms, social media. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

4. GUIDELINES

Lumen Christi Primary School will not tolerate bullying (including cyberbullying) or harassment. At Lumen Christi every person has a right to feel safe and any person who bullies or harasses another is denying them that right.

A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing.

## STUDENT ENGAGEMENT AND INCLUSION POLICY

Disciplinary measures will apply to students in breach of the behavior expectations established by the school and communicated through this Bullying and Harassment Policy and the Student Code of Conduct/Student Inclusion and Engagement Policy.

All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff on the school's website, through explicit classroom teaching and through newsletters from time to time.

Lumen Christi will

- Our school will provide preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving.
- Student programs will be organised to raise student awareness about bullying and harassment, to provide a forum for discussion and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs, classroom discussions and occasional activities run by outside experts. The curriculum will include anti-bullying messages and strategies.
- Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing with bullying and/or harassment issues.
- An annual confidential bullying survey of the student body will be run and de-identified information will be used at staff and/or parent meetings

If students believe they are being bullied they may contact their classroom teacher in the first instance, or a staff member that they would prefer to discuss the matter with.

This policy will be reviewed periodically by Lumen Christi to ensure it reflects current practices and refers to up-to-date policy.

### 5. STUDENT SUPPORT

If any staff member feels a student is at risk from bullying and harassing behaviours they should discuss their concerns with the child, the Pastoral Care Worker and the Principal in order to ensure appropriate support for the student. It is important that staff document fully any actions taken in response to student bullying and/or harassment (see Appendix B).

Some strategies that might be used by the school to assist the student may include education in coping strategies; assertiveness training; problem solving, mentoring and social skills; counselling, peer support and behaviour modification.

#### **How will a student's bullying complaint be dealt with?**

Refer to Tiered Response to breaches of Minor and Major Behaviours.

### 6. LINKS AND APPENDICES

Links which are connected with this policy are:

- Lumen Christi Student Engagement and Inclusion Policy
- The school's Acceptable ICT Use Agreement (re: cyber-bullying)
- Bully Stoppers Make a Stand, Lend a Hand

Supporting links:

- [Bully Free World: Special Needs Anti-bullying Toolkit](#)
- Australian Human Rights Commission - [Human rights in the school classroom](#)
- [Safe Schools Coalition Victoria](#)
- [Racism. No way!](#) anti-racism education for Australian schools

### 7. EVALUATION

This policy will be reviewed annually or more often if necessary.

## STUDENT ENGAGEMENT AND INCLUSION POLICY

Reviewed and Ratified: September 17  
Next review Year: 2018

### Acronyms

SWPBS: School Wide Positive Behaviour Support  
SWIS: School Wide Information System