



# STUDENT ENGAGEMENT AND WELL-BEING PLAN

## Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St Joseph's School, Tara is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster lifegiving relationships.

This Student Engagement and Well-being Plan is designed to facilitate high standards of engagement and regulated behaviour while promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## Shared values and expectations

At St Joseph's School, Tara:

- Gospel values are lived, and all members of the school community are valued and treated with dignity and respect
- All members of the school community feel safe, supported and respected
- Students are encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- Pastorally-caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- formal sanctions including restoration, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

## Vision

To offer lifelong Catholic education so that each person may know and come to be identified more fully with the living spirit of Christ. This spirit, working through the faith community, calls all involved in Catholic education "to act justly, love tenderly and walk humbly with their God" (Micah 6:8). Each person in our Catholic education community is educated in inspiring and challenging ways and, in doing so, comes to know and love Christ.



## ST JOSEPH'S SCHOOL TARA

### Mission

To create a safe, caring learning environment based on Catholic and community values. Our students will grow and develop through positive learning experiences and will focus on the essential elements of literacy and numeracy. We have high standards in relation to behaviour and we expect our students to conduct themselves with faith, friendship and honour.

### Motto

#### **Faith - Friendship - Honour**

**Faith:** learning about, reflecting on and recontextualising the Catholic story and scripture in relevant and meaningful ways to inspire confident, capable, engaged and inquiring learners for a spirited tomorrow.

**Friendship:** developing and demonstrating collaborative and responsible relationships for wellbeing.

**Honour:** promoting the human dignity of yourself and others, to live life well through effort, persistence, resilience, honesty and collaborative team work to make a positive difference to your future and the future of others.

### St Joseph's, Tara Learning, Engagement and Well-being Statement

The St Joseph's School, Tara community believes that every child has the right and capacity to learn and grow in a safe and supportive environment. We place a strong emphasis on the use of positive, pro-active practices that will assist students to develop the ability to accept responsibility for their own engagement in learning and well-being, make appropriate choices and to show care and respect for others.

We hold the following beliefs about behaviour:

- Responsible engagement in learning needs to be taught, modelled, encouraged and developed through the gradual release of responsibility model.
- It is important to cater for the individual needs, learning styles and rates of learning.
- Every student will be given the opportunity to achieve academic success.

Our school community has identified the following qualities to teach and promote our high standards of responsible engagement and well-being:

- Courage
- Resilience
- Persistence
- Curiosity
- Self-motivation



## Role Statements

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive, and inclusive. Everyone deserves to be treated with respect and dignity.

### School (Principals, Teachers and School Staff)

- Explicitly teach and revise the contents of the Student Engagement and Well-being Plan.
- To be treated with respect, courtesy and consideration by students, peers, administration, and parents.
- Establish class rules that support the policy.
- Explicitly teach and positively reinforce classroom rules.
- Promote, reinforce and encourage acceptable engagement and behaviour by being a positive role model.
- Praise and reward positive engagement and behaviour displayed by students.
- Be consistent with follow-through of expectations.
- Educate children to the best of their ability in a caring environment.
- Provide an educational environment that ensures students are valued and feel they belong.

### Parents/Carers

- To expect the best possible education for their children.
- Support, accept and follow the Student Engagement and Well-being Plan, including recommendations from school staff.
- Demonstrate a positive attitude towards the school.
- Support the systems that teachers have in place in the classroom.
- To be available to monitor and discuss the child's progress and assist teachers, school and community.
- To provide an example with regards to social values and behaviour.
- To take an active interest in their child's educational progress.
- Notify the school of the absence of your child in a timely manner.

### Students

- Follow the Student Engagement and Well-being Plan.
- To be fully involved in your learning and allow others to do the same.
- To show courtesy to everyone within the learning environment.
- To display positive engagement and behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.



## Student Engagement and Well-being Plan Continuum and Key Features

An important component of the school framework is the adoption of a continuum of engagement and well-being support that, like academic instruction, acknowledges that students will need differing levels of interventions and supports to be successful at school. Within this continuum there are three levels of support.

- **The first level (Tier 1 - Universal)** focuses on whole school and whole class behavioural, well-being and academic support for all students. Approximately 80% to 90% of students require little, if any, additional support to follow the school expectations and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.
- **The second level (Tier 2 - Targeted)** approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support may include small group skills, academic support and/or self-management strategies.
- **The third level (Tier 3 - Intensive)** focuses on approximately 2% to 5% of students who may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

## Universal Support Strategies

The first step in facilitating standards of positive engagement and well-being is communicating those standards to all students. At St Joseph's School, Tara we emphasise the importance of directly teaching students the expectations we want them to demonstrate at school. Communicating these expectations is a form of universal behaviour support – a strategy directed towards all students designed as a preventative measure and provides a framework for responding to unacceptable choices.

A set of expectations in specific settings are developed collaboratively between teachers and students. These expectations are communicated to students via a range of strategies, including:

- explicit stating and teaching of positive behaviour expectations at school
- assemblies and during classroom and non-classroom activities
- proactive programs in relation to targeted aspects of the school's expectations
- publication and display of expectations



### Reinforcing Expected School Engagement and Well-being

At St Joseph's School, Tara, communication of our key messages about expectations for engagement, behaviour and well-being is reinforced through immediate feedback provided to students.

### Responding to unacceptable choices

Students come to school to learn. Support with engagement and well-being represents an important opportunity for learning how to get along with others. When a student exhibits unacceptable choices the school staff enact upon the Restoration Scale. Staff support students with opportunities for redirection at different stages of the scale, to reflect on their choices, evaluate it against school expectations and plan how they could regulate their choices to align with the expectations of our school community. The stages of the Restoration Scale and the relevant engagement and behaviour choices and actions can be seen in Appendix A.

### Proactive strategies for promoting positive engagement, behaviour and well-being

St Joseph's School, Tara embeds a range of positive strategies for promoting positive engagement, behaviour and well-being.

#### Whole Class Expectations and Goals

Whole class expectations and goals support students to make proactive choices about their engagement in learning. Expectations and goals are created collaboratively with staff and students at the beginning of each term with goals requiring to be achieved by the end of the term at the latest.

#### Recognition of Displaying the Qualities of a Life-long Learner

Each week at the whole school assembly, certificates are presented to students from each class. Certificates are presented to students who have displayed one or more of the Qualities of a Life-Long Learner in the classroom, playground or school event.

#### Joey's Way

Students are always encouraged to take pride in themselves, their class and their school community. Each week, students have the opportunity to achieve success by displaying the Joey's Way expectations and, if successful, are recognised for this by receiving Golden Time on a Friday afternoon.

Students have a criteria to which they must be show success in for the whole week. This criteria is:

- Be at school every day for the whole day and be on time
- Wear the correct school uniform
- Display positive behaviour in the classroom
- Display positive behaviour in the playground
- Be organised with belongings such as school hats, water bottles etc.



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Each week a record of successful students is kept, with the student receiving the most Golden Times throughout the year being awarded The Joey's Way prize at the Celebration of Learning at the end of Term 4.

### **Bronze, Silver and Gold Awards**

The Joey's Awards is a long-term incentive for all students to achieve. If a student goes above and beyond in displaying a Quality of a Life-Long Learner, a ticket for that quality is presented to the student. Students collect tickets by placing them on their own individual charts. Once they receive 15 tickets, the student is eligible to receive a Bronze Certificate. This process is then repeated with the student aiming to achieve Silver and Gold Certificates before the end of the year.

Along with the certificate, students receive:

- Bronze – certificate, letter of recognition from the principal and novelty pencil, rubber and toy from the prize box
- Silver - certificate, letter of recognition from the principal and book from the prize box
- Gold - certificate, letter of recognition from the principal and a movie ticket

Bronze and Silver Certificates are presented at the weekly assembly with Gold Certificates being presented at the Celebration of Learning Evening at the end of Term 4.

### **House Points**

At St Joseph's School, Tara, the students are assigned a House (Penola and MacKillop) in which they compete against other students for sports, academic, cultural activities, etc. Like an Athletics Carnival, students have the opportunity to earn points for their house through receiving Quality of a Life-Long Learner Certificates, The Joey's Way/Golden Time as well as Bronze, Silver and Gold Certificates. The points awards are:

- Quality of a Life-Long Learner Recognition Certificate – 1 point
- The Joey's Way/Golden Time success – 1 point
- Bronze Certificates – 5 points
- Silver Certificates – 10 points
- Gold Certificates – 15 points

Points are tallied throughout the year until the 2<sup>nd</sup> last week of Term 4, where the overall house winner will be announced at the Celebration of Learning in the final week of Term 4. This house will be awarded a trophy and participate in a house function.



### Minor and Major Disengagement or Dysregulation

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

- Minor choices of disengagement or dysregulation is handled by staff members at the time it happens – Level 1 and 2 of the table in Appendix A.
- Major choices of disengagement or dysregulation is referred directly to the school Leadership team – Levels 3, 4 and 5 of the table in Appendix A

### Restoration to redirect disengagement or dysregulation

As part of Levels 2 and 3 management of disengagement or dysregulation, students are to attend a restoration session with the relevant staff member. The type of restoration that the student will participate in will vary and will be dependent on the age of the child and the type and severity of the disengagement or dysregulation. Possible restoration sessions could be:

- Students completing work they failed to finish during class time
- Before, during and after an incident table
- Reflective questions which aligns thinking back to school and classroom expectations for engagement and the Qualities of a Life-Long Learner
- Writing letters of apology to a third party

### Use of Sentral to record, refer and track student behaviours

The ongoing monitoring of disengagement and/or dysregulation is dependent upon the availability of accurate data, both in relation to individual students and in trends or patterns across the school or targeted groups of students. Consistent utilisation of the *Wellbeing Module* within Sentral ensures that accurate data can be generated.

Staff are required to complete a Sentral behaviour entry for:

- All Level 2 restoration sessions, and/or a parent is contacted
- all major behaviour incidents

The Principal uses Sentral entries when making decisions or recommendations about consequences to be imposed for major incidents and also when have meetings and discussions with parents. Sentral entries are also utilised by support staff such as Guidance Counsellors, School Inclusion Coaches and when Student Support Committee meetings and reviews are held.



Sentral entries should be succinct and objective. They should be used to record factually the details of a specific incident. Emotive language, judgements about the student, their choices of behaviour or suggestions about possible consequences are not appropriate within Sentral entries. Students' full names should be used in Sentral entries, particularly for incidents involving multiple students, to ensure that the identity of students is clear when other staff access and review Sentral reports. Sentral should also be used to record details of any parent contact relating to student behaviour.

Staff members who have behaviour incidents referred to them through Sentral should also use Sentral to manage these incidents and record details of consequences and support strategies that have been put in place. This ensures that Sentral provides a record not only of student behaviour but of the support and strategies that have been employed to assist students in improving their behaviour.

Staff are also required to record positive behaviours within Sentral. While day-to-day positive engagement and well-being can be acknowledged through personal feedback and the classroom/school recognition systems, Sentral should be utilised to record more significant positive behaviours in which students show considerable initiative, compassion or leadership or invest significant time or energy in a positive activity. This includes recording QoLL recognition and Bronze, Silver and Gold certificates. Parents should also be notified via phone or in person of these positive Sentral entries to support parent/school engagement.

### Ensuring consistent responses to problem behaviour

At St Joseph's School, Tara, staff members are authorised to issue restoration strategies for problematic disengagement and/or dysregulation and are provided with appropriate professional development and training. Through training activities, we work to ensure consistent responses across the school.

Our school seeks to ensure that responses to unacceptable choices are consistent and proportionate to the nature of the action or choice. A consistent approach to student expectations should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging needs or emotions to accept responsibility for themselves and their actions.

### Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe disengagement and/or dysregulation. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and



usually unexpected, or an occasion requiring immediate action.

Severe problematic disengagement and/or dysregulation is defined as choices of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies:

#### 1. Avoid escalating the problem behaviour

- Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

#### 2. Maintain calmness, respect and detachment

- Model the expectation you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

#### 3. Approach the student in a non-threatening manner

- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

#### 4. Follow through

- If the student starts displaying the appropriate expectation and/or engagement briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problematic disengagement then remind them of the school expectations and identify consequences of continued unacceptable choices.

#### 5. Debrief

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### Bullying (inclusive of cyberbullying)

Bullying is an ongoing misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).



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Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

**Single incidents** and conflicts or fights between equals, whether in person or online, are not defined as bullying.

There is no place for bullying in any school. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviour that will not be tolerated include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability; appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

Cyberbullying is defined as "the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself."

- Our school is committed to promoting responsible and positive use of social media sites.
- No student will face disciplinary action for simply having an account on a social media site.
- It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

### Network of Student Support

A collaborative approach to behaviour support necessitates the involvement of school leadership, staff, students, parents, members of the wider community and personnel from other agencies.

All members of staff have a responsibility to model inclusive and respectful practices in all interactions with members of the school community and visitors to the school.



### **PREP – 6 CLASSROOM TEACHER**

The explicit teaching of school and classroom expectations for engagement and well-being is expected to be part of the classroom curriculum and to be appropriate to age. The classroom teacher is generally the first point of contact with parents and students with regards to the required support. A fair and equitable approach is expected to be the first consideration to be employed by all teachers. Having exhausted normal classroom strategies to reset disengagement and/or dysregulation, teachers should avail themselves to begin the Restorative Practice Scale to support classroom teaching and learning. It is expected that classroom teachers will make themselves aware of Classroom Management Strategies and the consistent implementation of these processes in their classrooms.

### **PRINCIPAL**

The Principal will become directly involved in any serious matter that has the potential to affect student enrolment and any matter involving serious physical harm.

The Principal is responsible for:

- Contacting parents of students involved in serious incidents;
- Liaising with classroom teachers to identify students who require further intervention such as student support meetings;
- Liaising with the School Counsellors when serious incidents occur to ensure appropriate actions are taken;
- Participating in student support meetings;
- Arranging and conducting re-entry meetings for students who are sent home from school;
- Conducting and implementing individual behaviour plans;
- Training new staff about Classroom Management Strategies used at St Joseph's School, Tara.

### **LEARNING SUPPORT TEACHER**

The Learning Support Teacher is responsible for:

- Working with the Principal and Classroom Teacher to develop a plan for individual students to solve problems;
- Referring students, through the Principal, to other agencies for specialist help;
- Providing staff with specific characteristics and implications of disabilities, which may impact upon student disengagement and/or dysregulation;
- Working proactively with the school team to assist students in their engagement;
- Providing additional support during play times and before school;
- Proactively supporting staff to differentiate their curriculum;
- Facilitation of meaningful outcomes for students, parents and teachers through intervention frameworks;
- Sharing of skills and knowledge through professional development, consultation and advice;



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- Mapping and planning of students;
- Maintaining professional expertise in a dynamic and evolving context;
- Facilitating parental and community links.

### **GUIDANCE COUNSELLOR**

The Guidance Counsellor is responsible for:

- Facilitating activities promoting the mental health and life skills development of all students in partnership with school communities;
- Developing and/or providing early intervention activities which address the emerging needs of at-risk students and are aimed at reducing the likelihood of long-term negative outcomes of these students;
- Facilitating whole class or group learning programs that target a specific area of social- emotional development;
- Providing counselling and consulting services for students with personal, social, emotional and educative needs;
- Providing psycho-educational and other assessments (e.g., administer psychometric and cognitive assessments).

### **Deputiser**

The Deputiser has a responsibility to oversee and support behaviour across the school under the leadership framework.

This includes the dimension of:

- Educational leadership
- Organisational practices
- Strategic planning
- Staff practices

### **APRE**

The Assistant Principal in Religious Education has a responsibility to oversee and support behaviour across the school under the leadership framework.

This includes the dimension of:

- Religious leadership,
- Strategic planning,
- Staff practices,
- Educational practices



## **APPENDIX A**

### **St Joseph's School, Tara Scale of Restoration for Disengagement and/or Dysregulation**

<b>Level 1 – Minor - RESET</b>	
At this level, staff may see these types of behaviours as a once off incident due to a student becoming dysregulated with oneself. This may occur in the classroom, on excursions, at assemblies or in the playground.	
<b>Examples of Level 1 RESET behaviours</b>	<b>Examples of managing Level 1 RESET behaviours</b>
<ul style="list-style-type: none"> <li>• Frustration with self</li> <li>• Frustration with task</li> <li>• Dysregulated emotions due to an incident</li> <li>• Rudeness eg arguing, talking back, tone of voice, walking away/ignoring</li> <li>• Inappropriate speech</li> <li>• Language manners</li> <li>• Running in the hallways</li> <li>• Unkind acts</li> <li>• Leaving room without permission</li> <li>• Purposeful littering</li> <li>• Interrupting class</li> <li>• Being unnecessarily rough (lining up, pushing, playing)</li> <li>• Lateness to school bell</li> <li>• Refusal to complete a learning task</li> <li>• Behaviour which does not demonstrate the appropriate level during whole school gatherings</li> </ul>	<ul style="list-style-type: none"> <li>• Getting a drink</li> <li>• Going to toilet</li> <li>• Walk and talk with staff member</li> <li>• Complete a task for a staff member</li> <li>• Reminder of school/classroom expectations</li> <li>• Move student to a new position in the classroom</li> <li>• Discussion with student about behaviour being seen</li> <li>• Support from staff to start/complete/get back on track with work</li> <li>• Possible exclusion from Golden Time for that week</li> <li>• Discussion using HALT, FUDN or the 3Hs strategies</li> </ul>



## Level 2 – Minor – RESTORATION – WARNING STAGE

At this level, staff may see these types of dysregulated or disengaged behaviours as continuous, distracting to self or others, and students unable to reset themselves or with the support of staff. Staff are to monitor repeated behaviours to reduce the escalation of behavioural problems, with low level interventions to be put in place by classroom teacher to decrease the level of repeated behaviour at this early stage.

**At level 2, if a student receives 3 warnings, they are to complete a restoration session at break time with the classroom teacher. Parents are to be notified via phone call or in person by classroom teacher by the end of the day. A Sentral entry is required for this level of disengagement/dysregulation and is to be completed by the classroom teacher.**

Examples of Level 2 behaviours	Examples of managing Level 2 behaviours
<p>REPEATED</p> <ul style="list-style-type: none"> <li>• Rudeness eg arguing, talking back, tone of voice, walking away/ignoring</li> <li>• inappropriate speech</li> <li>• language manners</li> <li>• running in the hallways</li> <li>• unkind acts</li> <li>• leaving room without permission</li> <li>• purposeful littering</li> <li>• interrupting class</li> <li>• being unnecessarily rough (lining up, pushing, playing)</li> <li>• lateness to school bell</li> <li>• refusal to complete learning tasks</li> </ul> <p>Level 2 only</p> <ul style="list-style-type: none"> <li>• Throwing objects inappropriately</li> <li>• Breach of ICT agreement eg mistreatment, use of incorrect platforms</li> <li>• Not taking responsibility for own actions</li> </ul>	<ul style="list-style-type: none"> <li>• reminder of school/classroom expectations</li> <li>• move student to a new position in the classroom</li> <li>• support from staff to start/complete/get back on track with work</li> <li>• buddy system</li> <li>• lunch time restoration with classroom teacher – one of the agreed restoration strategies to be used during this time</li> <li>• warnings to begin on the restoration scale</li> <li>• Exclusion from Golden Time</li> </ul>



## Level 3 - Minor – RESTORATION - OFFICE

At Level 3, dysregulated behaviours may be seen as low level, but consistent patterns are emerging. These behaviours should already have been monitored, and Level 2 management has already taken place. At this level, students have been unsuccessful in the restoration process completed in Level 2.

Level 3 behaviours may also be a once off, major behaviour as listed below

**At level 3, students are to complete a restoration session at break time with the principal or another leadership team member. Parents are notified via phone call or in person by the leadership team member who completed the restoration session with the student by the end of the day. A Sentral entry is required for this level of disengagement/dysregulation and is to be completed by the leadership team member who completed the restoration session with the student.**

Examples of Level 3 behaviours	Examples of managing Level 3 behaviours
<ul style="list-style-type: none"> <li>• more frequent/serious rough play</li> <li>• persistent rudeness</li> <li>• stealing</li> <li>• repeated unkindness</li> <li>• repeated non-compliance</li> <li>• defacing school property</li> <li>• defying school authority</li> <li>• any repeated “one off” behaviours</li> <li>• throwing objects directed at a student or staff member</li> <li>• offensive or threatening language or actions directed at a student or staff member</li> <li>• regular misuse of ICT devices</li> </ul>	<ul style="list-style-type: none"> <li>• Major loss of privilege</li> <li>• Longer term alternate lunchtime activities</li> <li>• Student directed to school’s leadership team</li> <li>• Parents notified</li> <li>• Restoration with school’s leadership team</li> </ul>



## Level 4 – Major – OFFICE (Internal/External Suspension)

At Level 4, behaviours are “high level”. Level 4 requires collaboration between staff member, parent and principal to develop a restoration plan which stipulates the strategies to be used to acknowledge the desired behaviour and management of the student. Students will be monitored for a period of time to ensure an improvement is noticed by all parties

**At level 4, parents are notified via phone call or in person by a leadership team member before the suspension begins. A Sentral entry is required for this level of disengagement/dysregulation and is to be completed by the staff member who completed the suspension with the student. A further notification via phone call or in person is to be made to the parents to arrange a meeting for the student’s re-entry back into the classroom and/or school.**

Examples of Level 4 behaviours	Examples of managing Level 4 behaviours
<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Stealing</li> <li>• Persistent disobedience</li> <li>• Profane language</li> <li>• Purposeful vandalism</li> <li>• Defying school authority</li> <li>• Harassment</li> <li>• Bullying (continuous physical and emotional harm)</li> <li>• Causing physical harm eg biting, punching, kicking, hitting, fighting</li> <li>• Breach of ICT agreement – inappropriate content</li> <li>• Serious physical aggression towards another student or staff member</li> <li>• Serious threats of harm – verbal or physical</li> </ul>	<ul style="list-style-type: none"> <li>• Major loss of privilege</li> <li>• Longer term alternate lunchtime activities</li> <li>• Student taken to principal</li> <li>• Parents notified with meeting to be scheduled</li> <li>• Time out in office</li> <li>• Suspensions followed by re-entry meeting in classroom</li> <li>• Student support committee involvement</li> <li>• School counsellor involvement</li> <li>• Individual Behaviour Support Plan developed</li> <li>• Possible development of a Risk Management Plan</li> </ul>



## Level 5 – Major – OFFICE (Termination of Enrolment)

If a student has progressed through all levels and the school leadership team believes that the child is demonstrating that they are no longer eligible to be a member of the St Joseph's School community. The principal will forward all necessary documentation to the Toowoomba Catholic Schools Executive Director requesting the child's enrolment be cancelled. The student will be suspended, awaiting the Executive Directors' decision on their future.

**At this level parents are notified by principal and meeting arranged when a decision has been reached**

Examples of Level 5 behaviours	Examples of managing Level 5 behaviours
<ul style="list-style-type: none"><li>• Failure to comply with goals set in Individual Behaviour Plan</li><li>• Physical misconduct – serious harm/misconduct resulting in the endangerment of another person's health and welfare</li></ul>	<ul style="list-style-type: none"><li>• Consultation with SEL and Executive Direction of TCS</li></ul>