St. Joseph’s School Sorrento

Positive Relationships Policy

Purpose
The Positive relationships through self-management policy has been developed in consultation with staff and the Parish and School Board to assist the St. Joseph’s School community in:

- having an agreed code of behaviour in the school that supports our school values and values for education in Victorian Catholic Primary schools
- supporting the school in enabling effective teaching and learning
- providing a safe and welcoming school environment for all students, staff and parents and the wider school community
- valuing the rights and dignity of all members of the St. Joseph’s school community
- providing school procedures to assist in the developing of sound self-management practices and management of relationships within the school
- implementing the social and emotional learning competencies throughout the programs in the school in a seamless way – self-management, relationship skills, responsible decision making and self-awareness

Mission Statement
To provide a rigorous and contemporary Catholic education that integrates faith, life, culture and social and emotional wellbeing

Vision Statement
As a vibrant learning community we will develop engaged, independent and successful learners who will contribute to the world for the good of all

We aim to:

- provide an understanding of our motto; My Faith, My Life, My Learning through opportunities to link learning with this motto
- enable all students to achieve success in a contemporary and innovative learning community
- personalise learning to empower and challenge students
- improve Literacy and Numeracy outcomes
- improve rates of learning growth
- improve student engagement in learning

Values
An understanding that each person is created in the image of God and called to communion with Him, underpins our values at St. Joseph’s: RESPECT, HONESTY, LEARNING, TEAMWORK

St. Joseph’s provides

- School wide positive behaviour support
- Social/Emotional Learning

St. Joseph’s believes that research highlights the importance of

- understanding the link between behaviour & academic success
- teacher skills, attitude & behaviour
- building positive relationships
- a safe, predictable learning environment
- a positive school and classroom climate
- social and emotional teaching/learning
- classroom organisation
- a systematic approach to responding to behaviour
- behaviour being about communication and that we need to be able to translate what the behaviour is telling us.
“Engagement in learning directly influences student behaviour. There is a well-established link between student engagement, student behaviour and academic achievement”
(Angus et al., 2009; Hattie, 2003; Marzano & Marzano, 2003)

Cultural Characteristics

Successful management of behaviour in a supportive Catholic school environment incorporates the following principles:

**Equity**
An inclusive curriculum is an integral component of the support provided at St. Joseph’s Catholic Primary School. Specific educational programs are prepared in the school to cater for individual differences amongst learners.

**Excellence**
Best teaching and learning practices are developed to assist all students to develop to their full potential. As a school we strive for excellence through consistent school review of practices.

**Authenticity**
St. Joseph’s Catholic Primary School is committed to
- being a **community of faith** that focuses on Christ as a guiding example
- developing a **religious atmosphere** in what we do, see, hear and feel
- promoting **relationships** that are welcoming and accepting of individual uniqueness
- providing a **purposeful and balanced curriculum**
- inviting of **parental involvement** that allows for consultation and shared decision making
- developing **annual goals through the School Improvement Plan and Annual Action Plan** in order to provide sound educational practices in the programs and procedures developed in the school

**Relevance**
The teaching and learning at St. Joseph’s is functional and meets the needs of the twenty first century learner in a changing world. Students learn skills to enable them to contribute to the world for the good of all.

**Social Justice**
At St. Joseph’s Catholic Primary School we will work towards eliminating barriers and maintaining our unique Catholic Identity. We will be aware of religion, gender, socio-economic circumstances, ability, cultural barriers or disability and anything that may hinder student participation and achievement. Opportunities will be promoted that empower all students to participate in their learning through the provision of a safe and supportive environment that
- fosters non-violent, non-coercive language and behaviour
- sets high expectations for all students
- sets clear procedures
- provides explicit teaching
- provides specific strategies
- uses common language

Function of Behaviour

- When students are displaying inappropriate behaviour, they are wanting to either -
  
  gain OR avoid

- We call this the function of the behaviour and believe in assessing the function of the behaviour before acting on a restorative strategy to correct the behaviour in a positive way.

“A process for gathering and analyzing information to uncover the purpose or function of a student’s behaviour problems and the relationship between those behaviour problems and the physical and social context”

Bambra, Janney & Snell (2015, p. 74)
Self-Management and Positive Relationships

The development of a new twenty first century school behavioural management policy evolved out of the belief that all children can learn to manage their own behaviours. To support this, children are provided with opportunities to learn appropriate responsive behaviours through a variety of approaches.

The most recent ‘discipline policy’ which has been in place for 5-6 years was in need of a contemporary and positive tone. Initially basic school rules were established through Professional Development for staff and supported by Catholic Education Melbourne. This has been reviewed and staff understandings extended with input from a variety of sources into our present document titled “Self-Management and positive relationships”.

The document reflects the school community’s beliefs and values about learning. Behavioural management operates at both a class and school level. Procedures in relation to incidents are documented. This documentation includes what children are required to do, when parents are to be informed, and what actions to be taken in the future to result in positive outcomes.

The intention of this document is to ensure that students learn to make socially responsible behavioural decisions, which create safe and supportive practices at St. Joseph’s. The “Code of Conduct” and “Rights and Responsibilities” are integral to promoting the awareness of sound self-management practices for all members of the St. Joseph’s Catholic Primary School community. In this way the whole school works towards self-management.

Relationship based Practice

All aspects of a child’s social, emotional and even physical development rely on the quality of relationship he has with the adults in his life. All members of the St. Joseph’s staff value the relationships they have with the children in their care in fostering positive behaviour. St. Joseph’s believe that a classroom environment that is conducive to academic learning will also promote opportunities for positive interactions between teachers and students along with social/emotional skill development.

Supportive and dependable relationships are vital in order for the child to build emotional capacity.

“...as adults build positive relationships with children, their potential influence on the child’s behaviour grows significantly. Children pay particular attention to what such a teacher says and does, and seek out even more positive attention from that teacher  (Fox et al. 2003, pg 2)

Proactive versus Reactive responses

The way in which teachers respond to students’ inappropriate behaviour will often determine whether the student will continue to display this type of behaviour.

- Our actions will either inflame or help to manage the situation.
- Both short and long term outcomes are important when dealing with behavioural issues.

We believe that reactive teachers
- haven’t developed a skillset/don’t plan how to deal with students’ behaviour
- are inconsistent
- ignore the behaviour
- give up on students
- respond emotionally or take students’ misbehaviour personally
- use ineffective statements
- see the student as a “problem”
- don’t focus on building relationships
- “handball” the issue
- may have difficulty managing their own emotions
We believe that proactive teachers

- create a positive and predictable learning environment
- focus on building a positive relationship with each student
- attempt to identify the function of the behaviour
- model respect
- explicitly teach appropriate behaviours
- learn advanced communication and behaviour management skills
- assist students to develop self-regulation skills
- promote & positively reinforce expectations
- consistently deal with inappropriate behaviour
- do not get emotionally involved or give up on students

“What the teacher is, is more important than what he teaches.” Karl A. Menninger

“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher”. Parker J. Palmer (The Courage to Teach)

Creating a positive classroom/learning climate

In creating a positive learning climate St. Joseph’s believes it is important to

- provide a safe & predictable environment
- actively supervise
- teach & reinforce expected behaviours frequently
- teach social skills & routines
- remind, prompt & model expected behaviour
- positively acknowledge expectations
- maximise opportunities for student response & academic success
- respond to inappropriate behaviours calmly & effectively
- commit to sustained implementation

Supporting Strategies for Classrooms

In supporting a positive learning climate at St. Joseph’s we believe it is valuable to utilise the following supports where appropriate

- Chillout Zone/Cool Down Cushion/Quiet place
- Timers
- Wooden Sensory Wheel
- Thinking Mat/Chair
- Visual Supports
- Work Alone Table
- Thumbs Up/Thumbs Down
- Traffic Lights
- Emotional Thermometer
- “The Red Beast” picture story book
- Self-regulation strategies such as https://www.youtube.com/watch?v=9PnbKL3wuH4
- Magic Mats
- Chair Privilege / star of the week
- Special Jobs
The Behaviour Support Plan

At St. Joseph’s a well-designed behaviour support plan focuses on prevention.

Critical features of the plan include

- strategies to teach, review and reinforce expectations
- strategies to acknowledge appropriate behaviours
- strategies to deal with inappropriate behaviours

The plan consists of three elements:

- **Rules** that students need to follow at all times.
- **Positive recognition** that students will receive for following the rules.
- **Consequences** that result when students break/choose not to follow the rules.

“**Rules are the foundation of effective classroom management. The extent to which the students know and follow the rules is positively correlated with appropriate behaviour**” (Rosenberg 1986)

- Rules are the foundation of the behaviour support plan. They are
- statements that let the students know clearly what behaviours are expected at all times
- always kept to a minimum
- structured to be observable and measurable
- required to be simple and stated positively
- required to be positively reinforced to be effective
- applied consistently across all locations and situations

Positive Reinforcement

Positive reinforcement is vital for effective behaviour support
At St. Joseph’s we believe that without positive recognition, students can only obtain attention through disruptive behaviour. It is important that in every curriculum area, teachers give positive feedback.

When teaching appropriate behaviour, positive feedback is just as important. Positive behaviour:

- creates a positive classroom environment
- establishes relationships with your students
- increases their self-worth through consistent, meaningful recognition of their efforts
- encourages attention and compliance
- encourages students’ on-task behaviour
- fosters motivation to learn resulting from mastery
- leads to engagement and work productivity
- can influence cooperative play

Positive reinforcement can be:

- Non-Verbal: a smile/nod/wink/thumbs up/high five
- Verbal: specific, detailed feedback such as The Golden Rule where every student is praised at least once per day.
  
  E.g.
  
  1. give a direction
  2. praise students who are following the direction
  3. address those who are not following the direction
- Individual: the aim is to move from externally motivated to internally regulated
  
  (free time/computer/stickers/treasure box/Dojo/awards/privileges)
  
  - Classwide: increases students’ sense of connectedness - let the class/group decide
  
  (outdoor game/movie/You tube clip/free time/special lunch/park visit/games session)

Consequences

At St. Joseph’s we believe that

- consequences follow as a result of an action
- they can be either positive or negative
- all consequences should be the end result of a teaching/learning situation
- disruptive behaviour must be dealt with promptly and calmly
- logical consequences must be in place if/when a student chooses to break the rules
- they should be organised into a hierarchy that clearly spells out what will happen each time a student breaks a rule
- the first consequence should be a restatement of the rule that has been broken and of the desired replacement behaviour
- administrator contact should appear near the end of the hierarchy

Serious Incidents

At St. Joseph’s we believe that serious incidents must be treated with specific care. A serious incident occurs when a student:

- wilfully hurts another student/adult
- wilfully destroys property
- overtly refuses to follow directions
- engages in any behaviour that seriously stops the class/school from functioning

If suspension is involved there must be a re-entry procedure.
In delivering consequences we believe in:

- Being consistent! Consequences must be given each time a student disrupts.
- Giving consequences in a firm, calm manner. The positive effects can be undermined when teachers impose consequences in a hostile manner.
- Not being drawn into an argument.
- Taking the first opportunity to acknowledge something positive that the student is doing.
- Providing an “escape” for students who are upset/angry.
- Staying calm: if a student strongly challenges your authority, use “back-up”.

POLICY REVIEW: 2018
# Code of Conduct

| Follow directions | • Care about our learning  
|                   | • Listen attentively when someone is speaking  
|                   | • Observe our class rules and expectations  
|                   | • Be in the right place at the right time.  
|                   | • Work to the best of our ability in all activities  
|                   | • Be prepared for the school day  
|                   | • Be considerate of others in all learning situations  
|                   | • Eat healthy foods and drink plenty of water.  
|                   | • Be sun safe and wear your hat.  

| Use hands, feet and other objects in a safe way.  
| Safe hands, hands off | • Be considerate of others’ feelings and property.  
|                   | • Keep hands and feet to yourself.  

| Listen to the speaker without interrupting | • Respond when asked or signalled to “Stop, Look, Listen”.  
|                                           | • Listen attentively when someone is speaking.  

| Speak appropriately  
| No swearing or yelling  
| No put-downs  
| Use manners | • Speak politely using encouraging words, i.e. speak to please.  
|            | • Use the appropriate noise level for the activity.  

| Move safely at all times | • Play safely.  
|                         | • Be aware of others in the playground as you choose your games  
|                         | • Ball play in open areas not the Adventure playground  

| Use all equipment and property with care | • Wear your school uniform with pride.  
|                                          | • Keep our gardens, buildings, equipment and grounds clean and tidy.  
|                                          | • Use school property appropriately.  
|                                          | • Care for our property.  
|                                          | • Remember that we are part of the St. Joseph’s school family and our actions represent the school.  
|                                          | • Take pride in our school.  

Rights and Responsibilities

At St. Joseph’s we have 4 core values… respect, honesty, teamwork and learning. We believe everyone has the right to these values. We believe everyone should...

- Treat others with respect
- Have the right to feel safe
- Cooperate and support each other
- Try our best is all we do

Rights and responsibilities are up to us to understand and uphold.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Everyone has the right to:</td>
<td>Everyone has the responsibility to:</td>
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<tr>
<td>be safe and secure</td>
<td>- act safely, sensibly and appropriately</td>
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<td></td>
<td>- follow the St. Joseph’s code of conduct</td>
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<td></td>
<td>- stay within school grounds</td>
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<td>- be in the right place at the right time</td>
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<td>- follow school safety procedures e.g. movement around the school, evacuation</td>
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<td>- report safety issues to staff</td>
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<tr>
<td>Everyone has the right to:</td>
<td>Everyone has the responsibility to:</td>
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<tr>
<td>be valued and respected</td>
<td>- treat others with respect and fairness</td>
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<td>- acknowledge individuality and differences</td>
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<td>- demonstrate positive behaviours</td>
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<td>- encourage the efforts of others</td>
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<td>- speak respectfully</td>
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<td>- listen to the opinions of others</td>
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<tr>
<td>Everyone has the right to:</td>
<td>Everyone has the responsibility to:</td>
</tr>
<tr>
<td>teach and learn in a supportive school environment</td>
<td>- be punctual and prepared</td>
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<td>- demonstrate consideration of others</td>
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<td>- demonstrate behaviour that models Christian values</td>
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<td>- focus on the learning task</td>
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<td>- actively participate in learning tasks</td>
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<td></td>
<td>- support others in teaching and learning</td>
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<tr>
<td>Everyone has the right to:</td>
<td>Everyone has the responsibility to:</td>
</tr>
<tr>
<td>experience success and enjoyment in learning</td>
<td>- to work to the best of his/her ability</td>
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<tr>
<td></td>
<td>- acknowledge and value the efforts of others</td>
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<td>- create experiences and environments which maximize student learning outcomes</td>
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<td></td>
<td>- work collaboratively with staff, parents and students to maximize learning outcomes</td>
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<tr>
<td>Everyone has the right to:</td>
<td>Everyone has the responsibility to:</td>
</tr>
<tr>
<td>be supported in developing sound self-management practices</td>
<td>- promote opportunities/experiences that empower others to make educated choices</td>
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<td></td>
<td>- accept responsibilities and consequences for one’s own behaviour</td>
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<td>- collaborate in solving problems</td>
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<td></td>
<td>- reflect on behaviour choices</td>
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<td></td>
<td>- respond to positive behaviour choices</td>
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Social Emotional Competencies

At St. Joseph’s we have 5 social emotional competencies which we incorporate into all learning programs, morning gatherings, circle time and daily interactions with students. These competencies enable us to support the school values, rules, rights and responsibilities with good language and examples of how it looks and feels.

Social and emotional learning is the process of acquiring and effectively applying knowledge, attitudes and skills to care for others, make responsible decisions, establish positive relationships and handle challenging situations. (CASEL 2003)

They are:

Self-awareness - Recognising one’s emotions and values as well as one’s strengths and limitations
- I can identify how I feel
- I know what I am good at
- If things go wrong, I am confident that I can find a way to work them out

Self-management - Managing emotions and behaviours to achieve one’s goals
- When I feel upset, I have some strategies for managing my feelings
- I know it’s OK to feel unhappy if things don’t work out, or happy when they do
- I can set myself a task to do and complete it

Social awareness - Showing understanding and empathy for others
- I recognise when other people feel angry, sad or happy because of how they look and act
- I know how to respond to people when they are feeling different emotions

Relationship skills - Making friends, working in teams, dealing effectively with conflict and bullying
- I can resolve friendship problems by speaking respectfully
- I can say no to being part of activities which hurt others
- If I’m unsure of what to do there is an adult that I trust to ask for advice
- I recognise if someone is not being a good friend

Responsible decision making - Making good choices about personal and social behaviour
- I can identify what will happen if I behave in a certain way
- I know how to behave safely for myself and others
- I learn how to behave differently next time if I don’t make a good decision
- I know the difference between good and bad decisions
Classroom Practices

Class Motto / vision for the year

School Code of Conduct

- Follow directions
- Use hands, feet and other objects in a safe way - Safe hands, hands off
- Listen to the speaker without interrupting
- Speak appropriately - No swearing or yelling No put-downs Use manners
- Move safely at all times
- Use all equipment and property with care

School values: Respect, teamwork, honesty, learning

Class Rules

Preventative strategies

School support Provisions

Student support team

Supportive programs

Social emotional competencies

School values / Mercy values

Circle time

Guidance services

Outside agencies

Consequence Steps

Corrective strategies

Initial strategies e.g.
- Non-verbal cues
- Behavioural feedback
- Redirection
- Offer a choice

Time away from the group within the classroom – (Generally, if this happens three times within a week, another strategy should be looked at with support of student support team)

(Parental involvement for repeated behaviour difficulties
Referral to Student Support Team)

Time out of class – Exit to Office
- involvement of Administration
- contact with parents by class teacher

Re-entry strategy - negotiated consequence with student

(Serious Incidents Response – referral directly to Administration – negotiated consequence with student)
Playground Practices

School Code of Conduct

- Follow directions
- Use hands, feet and other objects in a safe way - Safe hands, hands off
- Listen to the speaker without interrupting
- Speak appropriately - No swearing or yelling No put-downs Use manners
- Move safely at all times
- Use all equipment and property with care

School values: Respect, teamwork, honesty, learning

Playground Rules

- No hat, no play (Term 1 and 4)
- Eat in eating areas only
- Do not go to out of bounds areas
- No balls or tiggy games in adventure playground
- Keep hands and feet to self

Preventative strategies

School support Provisions

Student support team

Supportive programs
Social emotional competencies
School values / Mercy values
Circle time

Guidance services

Outside agencies

Consequence Steps

Corrective strategies

Initial strategies - e.g.
- Non-verbal cues
- Behavioural feedback
- Redirection
- Offer a choice

Cool down in a quiet place

(Parental involvement for repeated behaviour difficulties
Referral to Student Support Team)

Time out of play – Exit to Office
- involvement of Administration
- contact with parents by class teacher

Re-entry strategy - negotiated consequence with student

(Serious Incidents Response – referral directly to
Administration – negotiated consequence with student)

1. Level planning team – The level planning team is the first place to discuss strategies and ideas to support students in their relationships and conflict resolution. The planning team can support one another to ensure that all students have access to several teachers who can offer strategies and implement programs into learning sequences to support students in the space.

2. Student Support Team – The Student Support Team is made up of the Principal, Deputy Principal, Student Wellbeing Leader, Student services Leader, Learning Support Teacher, and any other member of staff who has an interest in the area of special needs or in the academic, social or emotional needs of a particular student. This group meets when necessary to address the new and ongoing needs of our students. Following discussion of a student’s needs at the Student Support Team meeting, options for support are generated and an action plan devised and then implemented.

3. On Psych Service - The school shares the services of a qualified psychologist provided through Catholic Education Melbourne. The psychologist visits with students, teachers and parents when students have been referred to the service.

The Psychologist’s role is to assist with social, emotional and behavioural needs of children. Access to the counsellor can be made through the Student Support Team. A referral process through the family doctor is required. Guidance support can be provided with parent consultations, staff/parent training programmes, intervention with individual students, specific testing of children or referring to specialists for further diagnosis/treatment.

Supportive Programs

These programs provide opportunities for teachers and students to work on self-management through a curriculum approach. They offer teaching and learning experiences which guide students in developing social skills, self-management strategies and personal safety strategies.

Different programs address varying needs and the programs most applicable to a specific situation will be decided by the Class Teacher and integrated through the teaching and learning of the learning space. Often several ideas from several programs and incentives will form the basis of learning in a learning space. Sometimes this will be in consultation with members of the Student Support Team.

Supportive Programs

- School Values and scriptural references
- Mercy values embedded within learning programs
- Social Skills through social stories
- Friendship Skills through Bounce Back
- Learning Support from class teachers and Learning Support Teachers
- Life skills Program (Term 1 P-6)
- Start-up Week - St. Joseph’s relationship week
- Bounce Back 1, 2 + 3
- Weekly Circle Time in home groups
- ‘Kimochis’ Program (P-2)
- MJR (Making Jesus Real) (3-6)
- Personal and Social Capability (Victorian Curriculum)
- ‘Personal Power’ circle time focus
- ‘Teamwork and me’ circle time focus
- ‘Conflict resolution’ circle time focus
- Life Education Van (Term 3 visit)
Corrective Strategies

1. Initial strategies, e.g.
   - verbal and visual cueing
   - parallel acknowledgement (Praising a particular student to make a point)
   - physical proximity (body language encouraging)
   - simple redirection (offer a choice and possible consequences).

2. Behavioural feedback allowing time for the student to process the feedback information and to respond.
3. Use redirection to focus the student on appropriate behaviour choices.
4. Offer a choice with relevant consequences.
5. Time out within the classroom or in a buddy class – anecdotal records are appropriate options here to keep a record of occurrences and to monitor causes and times of day.
6. Students experiencing repeated difficulties with behaviour learning are referred to the Student Support Team. This team includes the Principal, Deputy Principal, Student Wellbeing Leader, Learning Support Teacher and interested others on staff working together with the Class Teachers towards strategies to assist the student with more appropriate choices.
   Parental involvement is helpful for understanding issues affecting the student and for working collaboratively with the school in a solution-focused process. The Class Teacher would make the initial contact with parents in this regard.
7. Time out of class for a 10 minute break which is referred to the Principal or Deputy Principal and then to the parents – A working it out record sheet may be appropriate to explore options that will contribute to more positive relationships in the future. Anecdotal records are appropriate options here to keep a record of occurrences and to monitor causes and times of day.
8. Re-entry is negotiated prior to the student returning to the classroom or playground either verbally or through the working it out sheet which is discussed clearly with the student. The student offers a suitable consequence in negotiation with the teacher or staff member involved.
9. Serious Incidents – The Principal/Deputy Principal will respond according to the severity of the incident and the Catholic Education Melbourne guidelines.

Time out Procedures
The corrective strategies are designed to assist students to learn ways to make appropriate behaviour choices in the classroom and playground. If a student needs to spend time away from the classroom or playground, the procedures below will be followed:

1. The staff member ensures the safety of other students and adults in the immediate area.
2. The staff member notifies the Principal or Deputy Principal for support.
3. The teacher involved with the student makes arrangements for the Principal to escort the student to the Principal’s Office if necessary. Alternatively, immediately after notifying the Principal, the student is sent to the Principal’s office or Administration office.
4. A record of the incident is completed by the supervising teacher and the student via a working it out form so the Principal can refer to the facts concerning the incident. These forms are signed by the teacher and the student, dated and kept as anecdotal records for monitoring student behaviour and identifying future behaviours.
5. If necessary there may be further investigating required of the incident.
6. The Principal contacts the parents to inform them of the incident and consequences involved.
7. Re-entry to the learning space is negotiated between the student, teacher, Principal and sometimes in consultation with the parents prior to the student returning to the class/playground.
8. During the Time Out, the student will complete class work he/she is missing.
9. For students who repeatedly experience behaviour difficulties, the Student Support Team will work towards a Management Plan for that student in consultation with parents and staff.
10. Serious incidents will be dealt with immediately by the Principal who in consultation with the class teacher and parents decides on further action.
11. A student may be excluded from re-entering the school if that student’s behaviour continues to defy behaviour support provided and/or when the behaviour constitutes a threat to the safety, health and well-being of other members of the school community.