behaviour support plan	Is developed with the student and lists behaviours to be addressed. It is shared with the relevant family and reviewed regularly.

PRINCIPLES / GUIDING PRINCIPLES

Siena College

Providing consistent College and classroom environments
S
Data collection and documentation of incidents relating to the management of student behaviours to inform decision making

Revision of the Personalised Learning Plan (a Personalised Learning Plan is developed with Learning Diversity Department in conjunction with the student and parent/guardian. It includes strategies to make learning accessible for the student) and creation of a Behaviour
Support Plan. A Behaviour Support Plan is developed with the student and lists behaviours to be addressed. It is shared with the relevant family and reviewed regularly.

Parent consultation via phone, videoconference, or interview

The Design and Implementation of support strategies that assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed

Case conference with specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

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Siena College

Value the student and support positive interaction

Siena College

Siena College

successful learner. Where a restorative approach needs to be extended, consequences for misbehaviour are also implemented which may take the form of:

Non-verbal warning (e.g., eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s)

Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour

Moving student in the room to a less disrupting situation

Separating student from the class for a short period of time to provide an opportunity for the student to settle

Readmission to class activity based on student being de-escalated

Student required to stay in after class for set period of time

Student required to complete work during recess/lunchtime

Student engaged in restorative actions supervised by classroom teacher

Student re-entry meeting

-going behaviour or when a student is displaying chronic patterns of problem behaviour, Siena College will implement a targeted response to identify and address the presenting issues and reinforce replacement behaviours. This may involve the following support strategies:

Convening a meeting involving parents/guardians/carers/Learning Diversity/Wellbeing coordinator and the student where appropriate.

Developing/Revising a Personalised Learning Plan (PLP) or attendance plan

Development/Revision of a Behaviour Support Plan (BSP) where appropriate for individual students

Referral to MACS or external Health or Allied Health providers

Consultation with external professionals, paediatrician, psychologist specialist practitioner

Contact with the MACS Regional Office.

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagemen

Suspension (in-school and out of school)
Negotiated transfer
Expulsion
Referral to police, DHHS, emergency service or appropriate agency

evaluated for effectiveness and, where required, adjustments are made. This process also ensures that the Policy is reflective of emerging issues and considers new data about the College performance.

Withdrawing privileges Siena College can withdraw student privileges as a consequence of breaching classroom or College behavioural standards. Siena College notes that the specific privileges withdrawn

things such as representing the College at inter-school sports or attendance at a school event. This must be time-   considered. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

Withdrawal from class   eres 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. Schools have a duty of care to ensure that students are always supervised, including when they are removed from a class. Where appropriate, parents/guardians/carers will be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

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

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

Suspension   the College has been temporarily withdrawn on the authority of the Principal, for a set period of time.

Suspension allows the parties involved to reflect on and enter dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

Negotiated transfer means a documented and mutually agreed move to another scho

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RESPONSIBILITY

RISK

identification of associated risks. Some sample questions are included for referral.
Answers are to be documented as part of the policy.

1. **Faith and Catholic Identity.** Identify any risks to Catholic Identity or Dominican charism of the school. How will this policy harm or enhance either?
2. **Reputation.** Identify if there are any reputational risks to the College. How will this policy impact Siena and wider communities?
3. **Financial.** Identify any financial risks to the College. How will this policy impact the financial stability of the College?
4. **Contemporary Learning and Teaching.** Identify any risks to learning and teaching. How will this policy impact the academic performance of the College?
5. **Wellbeing.** Identify any risks to safety and wellbeing. How will this policy impact the mental and physical wellbeing of the College community?
6. **Community Engagement**. Identify any risks to building community engagement. How will this policy impact community relationships?
7. **Governance and Leadership.** Identify any risks to governance and leadership in the College. How will this policy affect the strategic direction of the College?

Do any risks identified above warrant changes to the proposed policy? If so the policy should be referred back to the developer/s.

NEXT REVIEW

June 2025

POLICY LOCATION

https://sienacentral.siena.vic.edu.au/homepage/3452