



Diocese of Broken Bay

BEHAVIOUR MANAGEMENT AND
STUDENT DISCIPLINE POLICY
FOR
DIOCESAN SYSTEMIC SCHOOLS

June 2010

PURPOSE

The Diocesan Schools Board affirms that, consistent with the Diocesan Mission Statement, each Catholic School has a special responsibility for the pastoral care of students. All students, their families and employees within the Diocese of Broken Bay have the right to a safe and supportive learning environment. All members of the school community share the responsibility to teach, foster, promote and encourage positive student behaviour. This statement is intended to provide a Diocesan perspective for Catholic Schools to develop their own policy and practices that support appropriate student behaviours and prevent inappropriate behaviours in order to create a positive school environment which enhances learning.

POLICY FRAMEWORK

Student discipline in Catholic schools in the Diocese of Broken Bay is intrinsically related to the Catholic worldview and the Christian vision of Pastoral Care as expressed in the *Pastoral Care Policy for Diocesan Systemic Schools*:

Pastoral Care and Student Behaviour Management in our Diocesan schools

...has as its focus the life of Jesus Christ.

I have come that you may have life and have it to the full. (John 10:10)

The Catholic worldview perceives Jesus as God's Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God.

... is concerned with the dignity and integral growth of the person.

God created humankind in God's image. (Genesis 1:27)

The Catholic worldview perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected.

... is a responsibility entrusted to all members of the faith community.

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

The Catholic worldview perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us.

... is a force for healing, reconciliation and liberation.

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them. (Ezekiel 34:16)

The Catholic worldview perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

... is an expression of and commitment to justice.

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free.(Luke 4: 18)

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

As the Lighthouse sheds light on the darkened ocean, so does the light of Christ shed light on the heart and minds of people. From the witness of Catholic educators emanates the light of the gospel message, faith, community and Christian service.

Statement of Interpretation of the Broken Bay Educational Ministry Pin

The policy operates within a context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all students and staff.

POLICY CONTENT

Definitions

The word '*discipline*' is derived from the Latin word '*discere*' meaning 'to learn'. Therefore the aim of any discipline policy should be focused on supporting students to learn; teaching and supporting them to engage in appropriate behaviours that facilitate learning (their own and others).

Behaviour is defined as anything a person says or does.

Appropriate Behaviour is any behaviour that contributes to the positive learning environment.

Challenging Behaviour is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff's capacity to function in a safe and orderly environment.

At Risk Behaviour is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.

Responsibilities

To enhance student learning, schools need to actively promote positive student behaviour whilst preventing inappropriate student behaviour.

Schools within the Diocesan School System are required to:

- develop and implement their own school based Behaviour Management and Student Discipline Policy;
- ensure that appropriate programs and procedures are developed and implemented in the school community which promote positive student behaviour;
- adopt Diocesan Schools System guidelines for Behaviour Management;
- provide professional learning to ensure that all members of the community are aware of their rights and responsibilities particularly new staff, parents and students;

The responsibility for the implementation of the policy rests with the Principal except for the determination of expulsion, which rests with the Director of Schools.

School based Behaviour Management and Student Discipline Policy

Every school is required to review its own Behaviour Management and Student Discipline Policy and procedures emanating from the school's overarching Pastoral Care Policy. Appropriate consultation with members of the school community should be undertaken.

Principals have a responsibility to ensure that all staff members and parents have a copy of or easy access to the school's Behaviour Management and Student Discipline Policy.

It is a requirement that a school's Behaviour Management and Student Discipline Policy is congruent with the school's own Mission Statement and takes into account the beliefs underpinning the Diocesan Schools System Pastoral Care Policy.

Each school's Behaviour Management and Student Discipline Policy is to include:

- 1. Statement of Purpose linking behaviour to learning.** The aim of any Student Behaviour Management Policy is to promote positive behaviours and prevent inappropriate behaviours to create a safe and supportive environment where learning is enhanced. It is important for schools to clearly articulate beliefs about the links between learning and behaviour.
- 2. Clearly defined behavioural expectations and school rules.** This section of the policy needs to state clearly expected student behaviours appropriate to age and stage of development. These expectations can be in the form of School Rules and Behavioural Expectations or a Code of Conduct. School Rules should be stated in the positive and be few in number.
- 3. Procedures for teaching and communicating these behavioural expectations to students.** In this section of the policy, schools are to identify programs and practices in place that teach students the skills required to meet behavioural expectations.
- 4. Procedures for encouraging positive behaviour.** Schools identify in this section the practices that exist which promote and encourage appropriate behaviours from students. These may include informal forms of acknowledging students for appropriate behaviours and more formal systems such as merits, recognition or awards.
- 5. Procedures for record keeping and tracking.** In this section of the policy, schools outline the procedures in place for data collection. Useful data may include information about 'time out', detention, office referred behaviours, merits and awards etc. This information provides a basis for planning and action that promotes appropriate behaviours and discourages inappropriate behaviours.

6. **Procedures for discouraging inappropriate behaviours.** Schools' practices are based on restorative principles that support students to restore right relationships and reengage in learning. These procedures are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all. Therefore, procedures adapted by schools when responding to inappropriate behaviours ought to be clearly articulated in the policy and focus on the prevention of the reoccurrence of the behaviours.

When responding to Challenging Behaviours, schools apply strategies to support appropriate behaviours through interventions outlined in a Behaviour Support Plan. If a student presents At Risk behaviours, schools will conduct a Risk Assessment and implement a Risk Management Plan.

MAJOR DISCIPLINARY SANCTIONS

Corporal punishment is expressly prohibited in all diocesan schools.

Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students. At the same time these practices are focused on maintaining a safe and supportive learning environment for all.

The following major disciplinary sanctions are not available to the school without the involvement of the Schools Consultant / Director of Schools: suspension, suspension pending negotiated transfer, negotiated transfer, and expulsion.

Major disciplinary sanctions are last resort actions which are only invoked with due process in the event of serious breaches of school discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class.

Before major sanctions are implemented, the school usually adopts a graduated process of other disciplinary measures, and has had ongoing discussions with the student and parent/guardian. This may involve the issuing of formal written warning of pending exercise of major sanctions.

1. The following major sanctions are to be applied consistently across the diocesan school system:
 - *suspension* - the temporary withdrawal of a student's rights to attendance at the school
 - *suspension pending negotiated transfer*

- *negotiated transfer* - a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned
 - *expulsion* - total withdrawal of a student's right of attendance at the school; it involves the termination of the contract entered into by the school and by the parents at enrolment.
2. A serious breach is understood generally as activities or behaviours of a student which:
 - consistently and deliberately fail to comply with the reasonable directions of a Principal or teacher; or
 - are offensive, or dangerous, to the physical or emotional health of any student or staff member (eg, illicit possession and use of drugs, illicit use of prohibited weapons); or
 - consistently and deliberately interfere with the educational opportunities and endeavours of other students.
 3. Thorough investigation must always precede any action following serious breach. Parents always must be actively involved in the process unless the circumstances require urgent intervention. Counselling of a student may be offered.
 4. The safety, protection and pastoral care of all students requires that the school clearly explains serious breaches of student conduct and reinforces student awareness of them on a regular basis.
 5. In cases where major sanctions are required, schools are to refer to procedures as outlined in the following:
 - Attachment B - Due Process In Cases Of Student Discipline Requiring Major Disciplinary Sanctions
 - Attachment C - Notification of Suspension - Procedure for School Discipline
 - Attachment D -. Return to School Procedures following Student Suspension
 6. In every instance of serious breach, the Principal is primarily responsible for *procedural fairness* and appropriate support of student and family members before consideration of suspension, negotiated transfer or expulsion. The Principal shall confer with the Assistant Principal, school executive, parish priest /priest-in charge, as the nature of the case demands and, in every instance with the Schools Consultant, before implementation of particular major sanctions. (refer Attachments B and D)

7. In the event that a Principal after consultation with the Parish Priest/Priest in charge and the Schools Consultant recommends expulsion to the Director, the Director of Schools shall refer the matter to an advisory panel. This panel shall review the recommendation and *procedural fairness* and may seek further information from the Principal, student or parents. After consideration of the report of this panel, the Director shall make a determination.

RELATED POLICIES AND GUIDELINES

- *Pastoral Care Policy for Diocesan Systemic Schools*
- *Anti-Harassment Policy for Diocesan Systemic Schools*
- *Anti-Bullying Policy for Diocesan Systemic Schools*
- *Creating Safe and Supportive Environment – Child Protection Policy for Diocesan Systemic Schools*
- *Creating Safe and Supportive Environment – Child Protection Resource Manual for Diocesan Systemic Schools*
- *Professional Guidelines for School Staff in their relationship with students*
- *Acceptable Use Policy for Internet/Intranet & Network Services in the Diocesan School System*
- *Occupational Health and Safety Policy for Diocesan Systemic Schools*
- *Drug Education Management Policy for Diocesan Systemic Schools*
- *Legal advice from Makinson and D’Apice May 2000)*

SUPPORT DOCUMENTS

Support materials and professional development resources to assist school communities with student discipline are contained in CEnet and CEC *Guidelines for Pastoral Care in Catholic Schools* www.cecnsw.catholic.edu.au

POLICY REVIEW

The Behaviour Management and Student Discipline Policy is to be reviewed periodically and not less frequently than once every three years from the date of implementation of policy.

POLICY DATES

Policy date of completion of formulation and adoption	August 2005
Date of effective implementation	October 2005
Date of next review	February 2013

authorised by
Bishop David L. Walker
 Bishop of Broken Bay

Attachment A**"St Brigid's" Behaviour Management and Student Discipline Policy**
[Sample Only]

This attachment is a template only should schools wish to use it in the development of their own Behaviour Management and Student Discipline Policy. Adjustments and modifications need to be made to suit individual schools' procedures and practice. Additional details about practices and procedures specifically related to individual school are guided by text indicated in italics.

PURPOSE

At "St Brigid's" School, we believe that all students, their families and employees have the right to a safe and supportive learning environment. We all share a responsibility to teach, foster, promote and encourage positive behaviours from all students. At St Brigid's School we believe in adopting proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment to enhance learning.

- *Include statement / extract from School's current Mission and Vision statement*

POLICY FRAMEWORK

Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice.

Our school Behaviour Management and Student Discipline Policy takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Our approach to discipline has its basis in our pastoral care for each other – students, staff and parents.

We believe that Pastoral Care:

- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

DEFINITIONS

- **Behaviour** is defined as anything a person says or does.
- **Appropriate Behaviour** is any behaviour that contributes to the positive learning environment.
- **Inappropriate Behaviour** is any behaviour that does not meet the school rules and behavioural expectations.
- **Challenging Behaviour** is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff's capacity to function in a safe and orderly environment.
- **At Risk Behaviour** is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.

POLICY CONTENT

1. SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our St Brigid's School Rules and Behavioural Expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. At St Brigid's Catholic School we believe in adopting proactive strategies for defining, teaching, encouraging and supporting appropriate student behaviours in order to enhance learning.

- *In this section schools are to include School Rules and Behavioural Expectations / Code of Conduct*
- *The aim is to have a set of functional "rules" that will be:*
 - *consistent and few – limit these to between 3 – 5 basic rules; under these rules all possible behavioural expectations for different settings will fit. For example "Safe, Respectful Learners"; or "Respectful, Responsible, Learners"; or "Care for Self, Care for Others and Care for the Place you're in"; or "Respect Self, Respect Others and Respect the Environment" etc Behavioural expectations for specific settings need to be stated so that they are observable and measurable.*
 - *positive – behavioural expectations need to be stated positively – ie what students are expected to do rather than what they're not to do.*
 - *predictable – predictable 'rules and expectations' make it easier for all to remember them*

2. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

In order to promote appropriate student behaviours, St Brigid's School community is committed to *teach and practise* the behavioural expectations as outlined above. The teaching of these expectations is seen to be proactive approach to preventing inappropriate behaviours, not merely in response to when breaches of our school rules occur.

- *Outline whole school procedures for teaching these behavioural expectations to students. Include procedures that allow time for students to practise and apply these behaviours.*
- *The teaching and practising of these behaviours need to be part of regular school activities and not merely in reactive response to inappropriate behaviours occurring.*
- *Include specific teaching and learning programs, recourses used.*
- *Outline methods of communication of these behavioural expectations to the school community – students, staff and families.*

3. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St Brigid's School community is committed to *acknowledge* students in order to continue to encourage appropriate behaviours and adherence to school rules. We endeavour to acknowledge students through a variety of means.

- *In this section list practices in your school where students are acknowledged for demonstrating appropriate behaviours*
- *Include all possible practices – consider all incidental means and specific systems of 'catching kids doing the right thing' – ie verbal praise, written comments, stickers, points, merits, responsibilities, displaying work.*
- *Include whole school systems for recognising students for meeting behavioural expectations – more formal procedures such as merit awards*

4. PROCEDURES FOR RECORD KEEPING AND TRACKING

In order to assist in the process of preventing the reoccurrence of inappropriate behaviours, St Brigid's School is committed to collecting data to help inform decision making.

- *Outline methods of data collection in terms of tracking incidents of behaviour that require school office / leadership intervention.*
- *Useful information to be included in data collection of specific incidents - a) student/year, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) location, (g) persons involved, (h) probable motivation, (i) administrative decision*
- *This data assists the school in decision making when considering whole school systems as well as individual intervention [such as behaviour management plans]*

5. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

St Brigid's Behaviour Management and Student Discipline Policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

When responding to inappropriate student behaviours, staff are to remember the dignity of the student/s involved. When discouraging or correcting students' behaviours, staff are encouraged to use the least

intrusive methods with the aim of preventing reoccurrence of inappropriate behaviours and encouraging the student to return to more appropriate behaviours. It is important to consider the age and stage of development of students and the capacity of students to understand what is required of them.

Corporal punishment by any school staff member, contractor or volunteer is not permitted.

- *In this section, define problem behaviour with clear distinctions between behaviours that are managed there and then by a teacher and those that the school leadership needs to be informed of.*
- **FOR EXAMPLE:**
 - *teacher managed inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations” as outlined above – lower order behaviours.*
 - *school leadership referred inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours can be considered as major.*
- *Establish a continuum of procedures for responding to problem behaviour – it is recommended that schools include the procedures in **flow chart** form to support staff in processes and to increase consistency.*
- *Schools are asked to include their procedures for emergency critical incidents ie a person acting in a manner that is endangering safety of self or others. Sample attached (Attachment E).*

Major disciplinary sanctions are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

Attachment B**DUE PROCESS IN CASES OF STUDENT DISCIPLINE REQUIRING MAJOR DISCIPLINARY SANCTIONS****Based on legal advice from Diocesan solicitors (May 2000)**

Checklist to assist Principals and their staff in discharging the obligation to provide due process in cases of student discipline.

The breach of the school discipline code has been thoroughly investigated by the Principal or Principal's delegate.	<input type="checkbox"/>
The student has been made aware of the breach of school discipline and the steps in the school discipline process.	<input type="checkbox"/>
The student has been given the opportunity and reasonable time to respond to the allegations.	<input type="checkbox"/>
The student has had the opportunity to have a support person (staff member, parent, guardian) present during the process.	<input type="checkbox"/>
The school has conducted further investigation in light of what the student has divulged.	<input type="checkbox"/>
If the student is a Student With Disability (SWD) or falls within the scope of the Disability Discrimination Act (DDA): <ul style="list-style-type: none"> ▪ Has advice been sought from the school's Special Needs Team? ▪ Has notification been made to the CSO Senior Education Officer - Students with Special Needs? 	<input type="checkbox"/> <input type="checkbox"/>
School documentation, including complaints and reports is available to the student and parent/guardian as part of the process of full disclosure (if requested).	<input type="checkbox"/>
The school has explored with the student: <ol style="list-style-type: none"> 1. If they knew they were in breach of school rules. 2. Why proposed sanctions should not be applied. 3. How they will avoid breaching the school rules in future. 4. What support they may require into the future. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The Principal has explained to the student and the parents the reasons for the decision to discipline the student and advised them fully of the process and procedures including the right of appeal.	<input type="checkbox"/>

Principal's signature: Date:

Attachment C

NOTIFICATION OF SUSPENSION

To: The Parish Priest and School Consultant

In keeping with the guidelines in the documents titled *Pastoral Care Policy for Diocesan Systemic Schools* and *Behaviour Management and Student Discipline Policy* in light of our previous discussions I wish to inform you that I have found it necessary to implement the following major sanction in the case of:

Name:

Year Group:

Parish:.....

(Please tick)

- Suspension (the temporary withdrawal of a student’s rights to attendance at the school).
 - At home
 - At school

- Suspension pending negotiated transfer.
(Negotiated transfer is a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned).

Reason for Suspension:

.....

.....

.....

.....

As Principal I have ensured that the Diocesan Pastoral Care Policy has been followed and that due process has occurred in this case of student discipline.

Name:

Signature:

School: Date:

Attachment D**RETURN TO SCHOOL PROCEDURES FOLLOWING STUDENT SUSPENSION**

Student suspension is a major sanction following a serious breach of school rules and expectations. The main purpose of student suspension is to encourage the return to positive behaviours and re-engagement of learning from the student involved.

When schools make use of student suspension as a major sanction, the reasons for doing so include each of the following:-

- **Time** - Suspension allows time for the school to review, plan and implement actions to support the student to return to positive behaviour and re-engage in learning. This time is also useful in allowing all relevant parties to take the time to reflect following the serious breach or incident concerned.
- **Working in partnership** – Suspension provides further opportunities for the school and family to work in partnership to problem solve and support student return to positive behaviour and re-engage in learning.
- **Promotion of safe and supporting learning environment** – The school community values the importance of a safe, supporting learning environment. Suspension reinforces this belief to the community.

Suspension on its own is not enough to change student behaviour. It is the follow up action and planning that enables the school, the family and the student to support a return to positive behaviour and re-engagement with learning.

DURING SUSPENSION PERIOD

Whilst the student is on suspension the school makes use of the time to:-

1. Review incident or serious breach. This may involve debriefing with staff and students involved (including the offer of counselling), gathering and reviewing data from previous incidents and other relevant information.
2. Develop, review and/or update Behaviour Support Plan.
3. Develop, review and/or update modifications to learning/curriculum and class organisation.
4. Devise **RETURN TO SCHOOL PLAN**. The return to school plan is to include:-
 - **Clearly stated expectations of student**. These expectations or goals need to be reasonable, achievable, manageable and explicit.
 - For example “*Student* is to speak in an appropriate manner to others.” *Appropriate* will need to be explored with student such as ‘no threatening or intimidating words or actions, keeping distance and being mindful of personal space’.

- Other examples “*Student* is to maintain appropriate physical contact with others.”; “*Student* is to make reasonable attempts to complete all tasks set by the teachers.”
- The **support structures** that are in place to assist the student to meet these goals or expectations. This would include details of Behaviour Support Plan such as curriculum adjustments, class organisation, re-teaching of behaviours, communication and reinforcements.
- Details around the student’s **rejoining the classroom, playground** and other school activities. This could include specifics around arrival and dismissal, gradual return to playground/classroom (eg increased increments of time), supervision and monitoring.
- **Involvement of personnel** – Details of specific roles and responsibilities of teachers, family, student, outside professionals (counsellor, health professionals etc)
- **Follow Up Action** - Outline the positive reinforcers that will occur in the event the goals and expectations are met. Include also specifics detailing the consequences in the event that student behaviour does not meet expectations. For example, a part of the plan could be for immediate collection by parents/carers when *student* uses threatening or inappropriate language with others.
- **Time frame** – Determine the amount of time needed for implementation of the return to school plan. Include time for monitoring and reviewing the implementation of the plan.

RE-ENTRY MEETING

The main purpose of re-entry meeting is to communicate the return to school plan to the student and the family. There is opportunity during the meeting for some reflection as to why the student was suspended and restorative processes to be discussed. This may include asking the student to explore ways in which they can rebuild trust from the community, restore right relationships with students and/or teachers involved and re-engage in learning.

Principal arranges for a re-entry meeting inviting all relevant parties. Personnel involved would include the student, care givers / family, the class teacher / year coordinator and others such as support staff, counsellor.

The Principal/Assistant Principal facilitating the re-entry meeting may follow the following:

1. Introduce all personnel and explain that the purpose of the meeting is to talk about the return to school plan. It is important to highlight the fact that the intention of the plan is to assist the student's positive return to school while supporting appropriate behaviour and re-engagement of learning.
2. Briefly state the incident/s that led to suspension in light of breach of school rules and expectations. This could include talking about who was affected by the incident/behaviours and how it impacted the school community as a safe, supportive learning environment. (Important to include the student's own learning in this conversation.)
3. Ask the student for suggestions as to how they may be able to help restore right relationships with those who were involved. (This could also be done prior to the meeting to allow time for the student and family to discuss possibilities beforehand.)
4. Outline the re-entry procedures as detailed in the return to school plan. Discuss each person's role in the implementation of the plan. Copies of the return to school plan are made available to all relevant parties. Specifics around expectations, support structures, consequences and time frame need to be clearly communicated.
5. Ask the student to identify what it is they have learnt and if the same situation arose, what would they do differently. (Again, this could be asked prior to the meeting to allow time for the student and family discuss at home.) In addition to this, the student could offer suggestions as to how the school and family can help/support them to make more appropriate choices in the future.
6. Outline monitoring / check in procedures and the time frame for the return to school plan. Also, discuss means of communication between school and family.

Attachment E**Sample St Brigid's Emergency Critical Incident Procedure**

In the event of an emergency/unusual occurrence – for example a person suffering from epilepsy or similar illness or a person behaving in a manner which is endangering the safety of the other members of the class.

1. **Evacuate the children to a safe place** – ie the classroom next door, the playground or the library. (If incident occurs on the playground, remove all other students to a safe place well away from incident.)
2. **Send the red emergency card to the office** / ask neighbouring teacher to contact office / send for help.
3. In the case of illness, remain close to the person and render assistance if required.
4. If a person is demonstrating **threatening or aggressive behaviour** keep a safe distance nearby exit/doorway.
 - do not block the doorway
 - do not attempt to touch or restrain the person
 - do not attempt to prevent the person leaving the room – observe and, if necessary, follow at a discreet distance.

EMERGENCY
Room 100