



BEHAVIOUR MANAGEMENT POLICY

SCRIPTURAL CONTEXT

*“Blessed are the peacemakers for they shall be called the children of God.”
Matthew 5:9*

PURPOSE

At St Patrick’s Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore, all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.

POLICY FRAMEWORK

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.

Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions.

“When Christians say that they believe in Jesus Christ and the Christian way of life above all other realities then it is the priority, time, energy and selflessness given to these beliefs that determines whether they are authentic values. The history of Christianity is replete with the lives of saints and martyrs who really valued Jesus Christ, his teachings and way of life. They are the greatest examples of how to focus on Christian values and behaviours. That is, if you want to know what a person values, then look at how they behave. It takes a certain skilful and disciplined way of looking at the world to see the real values that underpin everyday actions.” *Foundation Values for Catholic Identity and Mission, 2016*

St Patrick’s Primary School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

Student Discipline 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.

Corporal Punishment by any School Person or non-school person is not permitted.

CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St Patrick’s Primary School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at St Patrick’s Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS:

At St Patrick's Primary School, we **Respect Self, Respect Others and Respect the Environment**

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St Patrick's Primary School community is committed to:

- Teach,
- Practise,
- Apply, and
- Acknowledge the behavioural expectations as outlined above.

The St Patrick's Positive Behaviour for Learning (PBL) Leader & school Mission Team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Staff members will take on specific roles in the process to support staff and the school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours. PBL Leader will feedback to all staff as required at staff meetings and via email.

REFLECTIVE MATERIALS

- St Patrick's Primary School Anti-Bullying Policy
- St Patrick's Primary School Positive Incentives Policy
- Diocesan PBL Guidelines
- Diocesan Suspension & Expulsion of Students Policy
- Diocesan Violence in Schools Package

This policy was last ratified by St. Patrick's School
Advisory Council in....

Reviewed in...

July 2010
August 2016
December 2017
November 2018
August 2022

POSITIVE BEHAVIOUR MANAGEMENT PROCEDURE

Levels of Management	Behaviour	Strategies
Step 1	<p>Initial Positive Behaviour</p> <p>Positive action towards: Self Others Environment</p> <p>Eg: Engaged in learning, positive interactions, demonstrating the values of Jesus,</p>	<ul style="list-style-type: none"> ➤ Initial acknowledgement and positive reinforcement of positive behaviour. ➤ Student receives a stamp on the stamp card (or multiple, but up to teacher discretion)
Step 2	<p>Continued Commendable Positive Behaviour</p> <p>Continuing positive action towards: Self Others Environment</p> <p style="text-align: center;">or</p> <p>Commendable positive action towards the above.</p>	<ul style="list-style-type: none"> ➤ Continued acknowledgement and positive reinforcement of positive behaviour. ➤ Students may be sent to another class or leadership for a positive work ethic. ➤ Student receives a stamp on the stamp card (or multiple, but up to teacher discretion) ➤ Teacher to give award (eg: Following Jesus' Way, Student of the Week, Inspire, Empower & Educate awards, Star of the Month) ➤ Class reward system (eg. prize box) ➤ Reason to Smile Day ➤ Class of the Term
Step 3	<p>Ongoing Exceptional Positive Behaviour</p> <p>Exceptional positive action towards: Self Others Environment</p> <p>Eg: Continued going above and beyond, displaying acts of service to others.</p>	<ul style="list-style-type: none"> ➤ Continued acknowledgement and positive reinforcement of positive behaviour. ➤ Mid Term Reward with Principal & Assistant Principals. All staff have access to a shared doc for the students who have met the criteria. Leadership will decide on the activity based on the number of students each term. (For example; party in the hall, extra play time, special morning tea, goodie bag, golden ticket etc)

INAPPROPRIATE BEHAVIOUR MANAGEMENT PROCEDURE

Levels of Management	Behaviour	Strategies
Step 1	<p style="text-align: center;"><u>Managed by classroom or playground teacher</u></p> <p>Minor Infringements against: Respect Self Respect Others Respect Environment</p> <p>Eg: calling out, interrupting, off task behaviour, being disrespectful, inappropriate physical play, out of bounds, misuse of technology, swearing at self or in playground</p>	<p><u>In Class</u></p> <ul style="list-style-type: none"> ➤ Remove from distraction ➤ Sit near teacher ➤ Supervised withdrawal in or out of the classroom ➤ Chill out space ➤ Reminder of class expectations and warning of Step 2 consequence ➤ Informal re-teach by class teacher <p><u>Playground</u></p> <ul style="list-style-type: none"> ➤ Redirect to another activity (eg. if the incident was in the oval, student to play in the cola)
Step 2	<p style="text-align: center;"><u>Explicit Re-Teaching by Rostered on Staff Member</u></p> <p>Repeated Minor Infringements against: Respect Self Respect Others Respect Environment</p> <p>If students are refusing to do work during class times, students may sit by themselves during play time to complete their work outside of the staff room.</p> <p style="text-align: center;">Or</p> <p>Moderate Infringements against our school Code of Behaviour: E.g. Inappropriate physical play, non-compliance of teacher directions, wilful disturbance of class, wilful & persistent negative behaviour, misuse of technology, swearing at someone.</p>	<p><u>In Class</u></p> <ul style="list-style-type: none"> ➤ Notify Leadership to arrange re-teaching (Karen, Tannah, Skye or Deb if Leadership unavailable) ➤ Buddy classroom <p><u>Playground</u></p> <ul style="list-style-type: none"> ➤ Inform class teacher asap ➤ Student is sent to Leadership ➤ Picking up rubbish <p><u>General:</u></p> <p>Class teacher to contact parent/guardian to inform of repeated behaviour and staff who are re-teaching to record on 'Monitoring Sheet'.</p> <p>It is the staff member who is re-teaching who will decide how many days (max 2 consecutive re-teaching sessions) based on student engagement and response, the student will miss out on play. Staff member on Afternoon Tea Library Duty, will take overflow of re-teach students.</p>
Step 3	<p>More than 2 explicit sessions in a week is an automatic Work On It (WOI). or Serious infringements.</p> <p>Eg, Repeated targeted behaviour, physical assaults on a student or adult, inappropriate sexual behaviour towards a student or adult, repeated offensive behaviour or language, Serious or repeated willful damaging etc</p>	<p>Teacher to complete a chronicle, requesting a WOI.</p> <p>Students report to the office during the next Afternoon Tea break with their food and reflect with a member of leadership. A note is sent home for parents to sign.</p> <p>Further consequences are then personalised, depending on the interests of the child. Eg. missing sport, excursion, no ipad etc</p> <p>Families are contacted by the class teacher or member of leadership.</p> <p>Restorative justice may be incorporated, depending on the infringement.</p>
Step 4	<p>3 WOI's in a term or major breach of school policy-at the Principal's discretion.</p>	<p>Passport meeting with parents, principal, counsellor and class teacher. Students are placed on a monitoring system where all staff are notified via email to assist with support and feedback (positive and negative). Students may not attend any special days/events/excursions etc during this time.</p>