

	Policy Name:	Behaviour Management
	Policy Area:	Community
	Originally Released:	
	Reviewed:	2014 2016
	Date for review:	2018

Rationale

A Catholic school's provision of positive behaviour education and behaviour management skilling of students ought to be pastorally driven, comprehensive, and whole-of-school in nature. The focus and intended outcome is personal resilience, resourcefulness and respect.

The school has responsibility for ensuring that pastoral care is extended to all members of the school community. Wrongful behaviour can have an adverse effect on the wellbeing of students, staff members and others. Pastoral care requires all to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. In addition, the principal will sometimes need to authorise action beyond the school's formal student behaviour management procedures, taking into consideration the particular issues, local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care. An essential element of wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged.

Aims

St Mary's Behaviour Management Policy aims to:

- Respect God and self
- Provide a happy, positive learning environment
- Help students reach their full potential
- Provide a physically and emotionally safe environment
- Expect students to accept responsibility for their own behaviour
- Ensure rules are applied consistently, fairly and consequentially
- Enable teachers to teach in a purposeful and non-disruptive environment
- Establish procedures so that conflicts can be resolved in a positive manner

School Rules

- Respect the rights of others
- Let others learn
- Be prepared and on time
- Respect personal and school property
- Act in a safe and caring manner

Whole School Incentives

- Classroom e.g. Friday Merit Awards
- Playground e.g. tokens for factions
- Recognition and affirmation of appropriate behaviour

Rights and Responsibilities

Students have the right to:

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure, friendly and clean environment
- Respect, courtesy and honesty
- Interact with others in an atmosphere free from harassment and bullying

Students have the responsibility to:

- Display respectful, courteous and honest behaviour
- Ensure that their behaviour is not disruptive to their learning and the learning of others
- Ensure that they are punctual, polite, prepared and display a positive manner
- Behave in a way that protects the safety and well-being of others
- Ensure that their behaviour does not harm others

Staff have the right to:

- Respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Teach in a purposeful and non-disruptive environment
- Cooperation and support from parents in matters relating to their children's education

Staff have the responsibility to:

- Model respectful, courteous and honest behaviour
- Establish positive relationships with students, staff and other members of the school community
- Organise and plan effectively
- Ensure they are aware of school policy regarding classroom and playground behaviour expectations

Parents have the right to:

- Respect, courtesy and honesty
- Be informed of any educational or behaviour management concerns and decisions affecting their child
- Open communication with teachers in matters relating to their own child's education

Parents have the responsibility to:

- Model respectful, courteous and honest behaviour
- Ensure that their child attends school and is punctual
- Support the school policies and practises established by the school

Managing Student Behaviour

The following is an overview of the steps followed in managing student behaviour.

1. **Positive Environment**

Teachers establish a positive, inclusive classroom environment. Rules, rewards, expectations and consequences are clearly explained to students. There is an emphasis on providing positive feedback.

2. **Disruption**

The teacher interacts with the student in a manner which makes clear to the student that their behaviour is unacceptable. Student is asked to identify the rule which has been broken. Minor misdemeanours may require the student to walk with the duty teacher for an allocated amount of time or have the student sit on the bench outside the office.

3. **Time- out in class**

If the student is still unable to control their behaviour they may be moved away from their peers within the confines of the classroom. Student may complete a reflection sheet (see Appendix 1) or lines under the supervision of a member of the leadership team. The student is later counselled by the teacher, the reflection sheet sent home and signed by the parent/guardian. If the disruptive behaviour is continuous the student may speak with the Assistant Principal and/or parent/guardian.

4. **Time-out out of class**

In the case of a serious breach of school rules and where the safety and/or learning programme of other members of the class may be compromised, the teacher may request urgent assistance and intervention from a member of the leadership team. In the case of overtly aggressive (physical, verbal) behaviour, the student will be immediately removed to the Assistant Principal, parents contacted and an interview with student and parents to discuss the incident and future direction to be held. Depending on the severity of the misdemeanour, the Principal may impose an 'in-school' suspension. An interview with parent and child will be required at the conclusion of the suspension.

Appendix 2

Reflection Sheet

What happened beforehand?

What was the behaviour?

Consequences