Topic:	Behaviour Management Policy
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Policy Area:	Community
Standing Committee:	School Personnel Committee
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RATIONALE

St Mary's School is to provide a school environment that is safe, secure, supportive and respectful of the rights of students to learn, the rights of teachers to teach and the responsibility of all as members of the school community. Students need an environment that supports their learning, personal growth and positive self- esteem. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

PRINCIPLES

The aim of this policy is establish what is expected with regard to student behaviour, and to state how the school will respond to student misbehaviour.

St Mary's School aims to ensure that our school is a place where:
- Everyone feels safe, positive and cared for
- Positive relationships between teachers, students and parents/guardians are fostered
- Rights and responsibilities are known, respected and protected
- Self-discipline and a capacity to accept responsibility for one's own action is nurtured
- There are always clear expectations for student behaviour and how the school responds to student misbehaviour
- Co-operative and restorative approaches to resolving conflict are encouraged

PRINCIPLES – NATIONAL SAFE SCHOOLS FRAMEWORK
St Mary's School also supports the National Safe Schools Framework's guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

St Mary's School
- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach

(National Safe Schools Framework, www.education.gov.au/national-safe-schools-framework-0*)*

PROCEDURES
It must be emphasised that all staff at St Mary's School strive to create a positive, rewarding and enriching learning environment. At all times, this needs to be considered at an individual, class and whole school level.

All staff at St Mary's School will be responsible for recognising and reinforcing students who consistently and continually behave appropriately as well as those students who make an effort to manage their own behaviour. The policy also provides for those students who need additional support and direction.

WHOLE SCHOOL POSITIVE PRACTICES AND INCENTIVES
- Merit Certificates - all students are given the opportunity to receive at least one award over the year
- Principal Merit Certificates – four Principal Merit Certificates, one per class, are awarded at each School Assembly
- Verbal and non-verbal praise and acknowledgement of good behaviour
- Stickers and stamps
- Fruit of the Spirit – explicitly taught in class, discussed at Assemblies, classroom displays, Merit Certificates, tokens, general promotion
- Visit to the Principal's Office to share positive behaviour, good work etc
- Message to parents - diaries, email, note, phone call
- Teaching pro-social behaviours during Health Education and incidentally
- Individual classroom incentive programs which acknowledge appropriate student behaviour, as determined by classroom teachers.
- Positive staff attitudes

- Discussions at Monday morning Assembly which highlight positive examples of expected behaviour
- Consistent expectations throughout all classrooms regarding student behaviour and procedures
- Productive and positive behaviours are documented on SEQTA Pastoral Care Notes

RIGHTS AND RESPONSIBILITIES

Principal	
Rights	*Responsibilities*
• Implement a regular review process of the St Mary's School Behaviour Management Policy and provide regular opportunities for staff to discuss and strategise behaviour management issues and challenges in the school • Provide new and relief staff with guidelines pertaining to the St Mary's School Behaviour Management Policy and procedures • Communicate with students, staff and parents (assemblies, newsletters, school website, Facebook) regarding the St Mary's School Behaviour Management Policy • Assist/support/mentor staff as required in documenting, monitoring and guiding the behaviour of students • Be informed of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place • Inform staff of relevant professional development opportunities • Implement, where necessary, the CEWA Policy for Suspension of Students for Disciplinary Reasons • Implement where necessary the CEWA Policy of Exclusion of Students for Disciplinary Reasons	• Foster an approach to working with staff that encourages and assists each staff member to improve their classroom management and instructional skills • Assist staff to develop, implement and monitor behaviour and learning plans for individual students • Actively supporting a partnership between parents, students and staff • Research and communicate best practice • Support and guide the process managing serious and/or persistent inappropriate behaviours • Monitor students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place

Staff	
Rights	*Responsibilities*
• To receive respect, courtesy and honesty • Equal treatment regardless of race, gender or ability • Teach in a safe, secure and clean environment • Teach in a purposeful and non-disruptive environment • Receive cooperation and support from parents in matters relating to their children's education • To be the first point of contact if there is an issue or concern with one of their students	• Model respectful, courteous and honest behaviour • Ensure that the school environment is kept neat, tidy and secure • Establish positive relationships with students • Ensure good organisation and planning • Report student progress to parents • Be vigilant about bullying and harassment, encouraging awareness of St Mary's School Behaviour Management Policy

Students	
Rights	*Responsibilities*
• To be able to learn in a purposeful and supportive environment • To be able to work and play in a safe, secure, friendly and clean environment • To receive respect, courtesy and honesty • Equal treatment regardless of race, gender or ability • Interact with others in an atmosphere free from harassment and bullying • To express themselves • To have clear guidelines and expectations conveyed	• Display respectful, courteous and honest behaviour • Ensure that their behaviour is not disruptive to the learning of others • Ensure that the school environment is kept neat, tidy and secure • Ensure that they are punctual, polite, prepared and demonstrating a positive manner • Behave in a way that protects the safety and well being of others • Ensure their behaviour does not intimidate others • Display respect for the school property, personal property and the property of others • Follow the directions of staff

Parents	
Rights	*Responsibilities*
• To receive respect, courtesy and honesty • Equal treatment regardless of race, gender or ability • Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and well being • Be informed of their child's progress • Be heard, in an appropriate forum, on matters related to the rights of their child to an appropriate education • Expect that bullying and harassment will be dealt with • To receive cooperation and support from staff in matters relating to their child's education	• Model respectful, courteous and honest behaviour • See bullying as a behaviour and not to personalise in the form of a bully • Support St Mary's School in implementing behaviour management strategies, particularly in relation to their own child • Ensure that their child is provided with appropriate materials to make effective use of the learning environment • Support St Mary's School in providing a meaningful and adequate education for their child • Inform the school about repetitive inappropriate behaviours towards their child • Make classroom teachers the first point of contact if there is an issue or concern with one of their students • Respect and maintain confidentiality between staff and parents

PROCEDURES FOR MANAGING STUDENT BEHAVIOUR – EARLY CHILDHOOD EDUCATION

Our Early Childhood Education Behaviour Management Policy is based around a number of key concepts and focus points reflecting the:

Early Years Learning Framework - Providing at all times secure, respectful and reciprocal relationships. Educators having an understanding and awareness of student's thoughts and feelings, interacting with each individual student, supporting the development of the students' sense of well being.

National Quality Framework - Each student is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

A main focus for all early childhood staff at St Mary's School is to encourage good behaviours and affirm these behaviours. Our beliefs regarding unacceptable behaviour and its management together with how it should be handled would be to use positive guidance as a discipline strategy. There will be times where staff will allow students to sort it out for themselves, while at other times, observations and listening of issues would occur before

intervening. We believe in the early year's environment, staff can change and adapt their classroom environment and teaching methodologies to counteract student misbehaviour.

Key features of the Early Childhood Educators methodology would include:
- Having a positive attitude to teaching and the students
- Designing teaching and behaviour management strategies that are easy to implement
- Using effective body language and modelling appropriate behaviours
- Implementing genuine incentive systems
- Using strategies that are efficient in producing results

The goal of behaviour management of early childhood is to assist the student towards self-discipline. A behaviour modification chart is implemented into the K/PP Classroom as a visual tool. This will be in the form of a Rainbow Chart. Each student will be given a pocket with their respective names written on the pocket, and this will contain an outline of a rainbow. Once a student has demonstrated good behaviour or a Fruit of the Spirit then they receive the first colour of the rainbow. This is to be used as a positive approach to encourage kindness, good sharing, patience, self-control, Fruit of the Spirit, observing of school/class rules etc. Once a student completes their rainbow, they are recognised for their good behaviours.

The reverse side is their ability to lose a coloured piece of their rainbow if behaviour lapses.

Intervention
Minor Offences
1. Remove the offending student and discuss the reasons for his/her unacceptable behaviour then direct to another activity.
2. Reaffirm resolutions skills in the classroom through social stories, visual aids, modelling and role play.

Extreme Cases
1. Talk and sit with student, discussing behaviour.
2. Leave student with think time to ponder resolutions and discuss further with teacher.
3. Request a meeting with parents to discuss behaviour.
4. Principal involvement, meeting with parents, possible development of an Individual Behaviour Management Plan.

PROCEDURES FOR MANAGING STUDENT BEHAVIOUR
School Rules
1. Walk in the covered areas.
2. You must have a hat to play.
3. Show respect for yourself, others and their property.
4. Play safely.
5. Wear your school uniform with pride.

Implementation

Whole school practices and procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly.

The St Mary's School Behaviour Management Policy:

- emphasises and acknowledges positive behaviours
- includes consequences that are fair and reasonable
- is known and clearly understood by all students
- is written, displayed and made known to others working with the students
- is made accessible and publicised to parents
- is reviewed by the staff on a regular basis

Classroom Actions and Consequences

Classroom Minor Misbehaviours

Examples of classroom minor misbehaviour include:

1. Disruptive behaviour
2. Treating class members and/or staff members with disrespect
3. Use of unacceptable language
4. Failure to follow given instructions
5. Incorrect wearing of school uniform (i.e. shirt untucked)
6. Constantly failing to bring materials to class
7. Failure to complete homework without parental explanation

Procedures for Classroom Minor Misbehaviours

Minor misbehaviours for students from Year One to Year Six will be addressed using '1, 2, 3 Magic' model. All new staff members will undertake training of this model within the first year of their appointment at St Mary's School. Each classroom teacher is to make a poster with the numbers 1 2 3 labelled on it. This chart is then divided into three equal parts with horizontal lines breaking up the poster.

When a student performs a behaviour that cannot be ignored or is a 'big rock' issue – being defiant, hurting others or being disrespectful, they are counted e.g. "Mary, that is a one." The student's name is then moved to the first warning. If he/she argues or tells on someone, they are automatically counted again. If a student reaches the third warning, they are given think time. If a student refuses to complete their think time or misbehaves during time out, they are to complete that think time at the next break or receive an additional consequence.

At the beginning of each new period of the day, start of school, after recess and after lunch, the student's name is taken back to the start of the level in which they are on. This is to demonstrate that although their behaviour is unwanted, everyone gets a clean start at the beginning of each new period of the day.

Each classroom, after consultation with the Principal, can establish detractors that can be used at the end of each third warning line to keep children on task e.g. missing out on free time, visit to Principal's Office, a phone call to parents.

Classroom Major Misbehaviours
Examples of classroom major misbehaviour include, but not limited to:
1. Bullying, including emotional, psychological, intimidation and racism
2. Disrespecting the role of staff members
3. Constantly disrupting the class
4. Deliberately causing harm to students, e.g. fighting, or through rough/dangerous play
5. Abusive/inappropriate language towards any member of the St Mary's School Community
6. Abuse of ICT
7. Disrespecting property, including vandalism

Procedures for Classroom Major Misbehaviours
1. The Principal or delegated person will be notified immediately. An investigation into the situation to be undertaken as soon as possible. The student/s will meet and consult with the Principal or delegated person. Resolutions to the situation will commence through Restorative Practice.

2. The parents will be contacted via phone call. The situation, consequences and support for the student/s will be discussed.

3. Possible consequences and support include:
   - In school suspension
   - Loss of privileges
   - Community service within the school
   - Individual Behaviour Management Plan
   - Liaison with outside agencies, e.g. NGSPS psychologist

4. The situation is to be documented on SEQTA Pastoral Care Notes.

Playground Actions and Consequences
Playground Minor Misbehaviours
Examples of playground minor misbehaviour include, but not limited to:
1. Running in the Undercover Area
2. Being in an out of bounds area without staff permission
3. Minor verbal arguments with staff or another student/s
4. Minor misuse of sports equipment
5. Not responding to the bell in a timely manner
6. Not following staff instructions

Procedures for Playground Minor Misbehaviours
1. Student receives a verbal warning from the duty staff member.

2. If the student continues to misbehave, he/she is required to sit in time out in the playground for a period of time, as decided by the duty staff member.

3. Continued misbehaviour would result in the student receiving a Behaviour Slip.

4. The situation is to be documented on SEQTA Pastoral Care Notes.

Playground Major Misbehaviours
Examples of playground major misbehaviour include, but not limited to:
- Physical violence and or abuse
- Inappropriate contact
- Verbal abuse and/or swearing
- Extreme rough play
- Destruction of property
- Stealing

Procedures for Playground Minor Misbehaviours
1. The Principal or delegated person will be notified immediately. An investigation into the situation to be undertaken as soon as possible. The student/s will meet and consult with the Principal or delegated person. Resolutions to the situation will commence through Restorative Practice.

2. The parents will be contacted via phone call. The situation, consequences and support for the student/s will be discussed.

3. Possible consequences and support include:
   - In school suspension
   - Loss of privileges
   - Community service within the school
   - Individual Behaviour Management Plan
   - Liaison with outside agencies, e.g. NGSPS psychologist

4. The situation is to be documented on SEQTA Pastoral Care Notes.

EXTREME CLAUSE
In extreme cases, expulsion may occur. Expulsion of students follows due process in consultation with the Catholic Education Office Western Australia as per Exclusion of Students for Disciplinary Reasons Policy 2-D7.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN
Individual Behaviour Management Plans are to be established when a student requires additional support to meet their individual needs or assistance to modify their behaviour. These plans need to include:
- behavioural issues being addressed
- desired outcomes
- strategies to be used
- effectiveness of the strategies

Parents and consultants will be involved in the formulation and implementation of individual Behaviour Management Plans. St Mary's School will implement the initiatives/programs to achieve a supportive culture and positive learning environment.

BULLYING

Students are not expected to tolerate bullying or suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and supported. The management of incidents of alleged bullying will involve the student, parent and teacher.

What is Bullying?

Bullying is an <u>ongoing</u> misuse of power in relationships through <u>repeated</u> verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)

(Bullying. No Way http://www.bullyingnoway.gov.au/teachers/facts/definition.html*)*

Verbal Bullying
- Name calling
- Teasing and joking about someone
- Using hurtful, sexist and racist names
- Put downs
- Threats

Physical Bullying
- Using force to hit, punch, push, kick, poke and/or trip
- Throwing objects
- Spitting
- Acting deliberately to cause physical harm

Social Bullying
- Excluding others from activities (ignoring, hiding, ostracising)
- Sending nasty notes and/or messages

Psychological Bullying
- Stalking
- Dirty looks
- Hiding or damaging possessions
- Singling out for unfair treatment
- Threatening someone
- Spreading rumours

Cyber Bullying
- Emails
- Websites
- Social media
- Texts
- Photos
- Video technology

Proactive Measures to Minimise Bullying

At St Mary's School, we focus on a whole school approach to implementing measures to prevent and minimise bullying. These measures include:

- The promotion and implementation of the Fruit of the Spirit program
- Making use, where possible, of Protective Behaviours program in relation to dealing and an responding to bullying
- Explicit teaching of resilience and ways to deal with bullying through Health Education
- Incidental discussions involving Gospel values and talking about what Jesus would do in given situations
- Use of social stories to teach students about bullying and strategies to deal with bullying
- Support for students with special needs, which encourages and teaches appropriate ways to communicate their own individual needs and relate to others
- Source incursions for students where the topics may include cyber bullying, keeping ourselves safe etc
- Encouragement of Restorative Practice and cooperative learning throughout the school
- Emphasise and encourage a restorative approach by listening to both sides, problem solving and facilitating students to find their own solutions to their interpersonal issues
- Staff demonstrating and modelling positive cooperation through Restorative Practices in building positive relationships, communication and valuing the opinions of others
- Publication of the St Mary's School Behaviour Management Policy of the school website and at beginning of the year Parent Teacher evenings

Reporting Procedures for Students Regarding Bullying Incidents

If a student at St Mary's School wishes to report a bullying incident, he/she is asked to:

1. Report the incident to their classroom teacher or the staff member on duty.
2. Teachers assess and act on the report of alleged bullying. Immediate matters of safety are dealt with, facts obtained and the necessary support provided.
3. Reports will be made verbally and then communicated through a written reporting system in the form of a Bullying Report Form, which is treated confidentially. Please refer to Appendix A for a copy of the Bullying Report Form.
4. This form will be actioned by the classroom teacher in consultation with the Principal.

Reporting Procedures for Parents Regarding Bullying Incidents
Parents are encouraged to communicate directly with the classroom teacher at first point of contact, regarding a bullying incident. If necessary, other staff such as the school principal and the school psychologist may be involved.

APPENDIX A

St Mary's School
Bullying Report Form

Name: _____

Date: _____

Classroom Teacher: _____

Supervising Staff member (time of incident): _____

What happened? _____

_____

_____

Who was involved? _____

_____

Who were the bystanders? _____

_____

Is this the first time this you have had conflict with this student? _____

If not, how many times have you had conflict with this student? _____

What happened in previous incidents? _____

_____

_____

Who have you reported previous incidents to? _____