



Behaviour Management Policy

Reviewed July 2019

At St Bernadette's we strive to nurture the intellectual, physical, spiritual, social and emotional development of all students. It is the responsibility of all students, staff and families to work together to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice to create a sense of belonging, safety and comfort. All members of the St Bernadette's Catholic Primary School community have the right of respect from others, the right to learn or teach, and a right to feel safe and secure in their school environment. These rights are strengthened through the positive relationships we develop between students, staff and families.

Our school values of honesty, welcome, respect, collaboration, inclusion, faithfulness, equity and empathy together with our Agreed Ways help to create an environment where clear expectations for appropriate behaviour are set and relationships can thrive.

Acknowledging and encouraging positive behaviours

We believe it is important to foster a positive culture. We acknowledge and encourage positive behaviours, which are in line with our school values and Agreed Ways by giving out:

- 'I Got Caught' sticker at break times
- St Bernadette's achievement awards at assemblies
- House colour points
- Class based rewards e.g., stars or Dojo points which accumulate to receive a larger reward.

St Bernadette's Agreed Ways

1. Follow directions
2. Listen to the speaker without interruption
3. Speak appropriately
4. Treat property and the environment with care
5. Move safely around the school
6. Keep hands, feet and objects to yourself

Steps for Redirecting Behaviour

1. A 'friendly reminder'
2. First warning
3. Second warning: student stays in the learning space but is removed from the group.
4. Time out: student is sent to another learning space. A 'Thinking Sheet' is then completed with a teacher in the student's own time. The sheet may be sent home for the student to discuss with their parents. The student then needs to follow up by completing learning tasks that were missed and other logical consequences of their behaviour.

Consequences for unacceptable behaviour should be logical consequences, designed to repair any damage to relationships or property, rather than punishments that have no relationship to the behaviour. Teachers together with families are encouraged to take the opportunity to work with students on their social and emotional learning, particularly when negative behaviours affect others.

The Agreed Ways, rewards systems and steps for redirecting behaviour are explored in detail by the teachers and students at the beginning of the year and referred to consistently throughout the course of the school year.

Severe Wrongdoing

In some circumstances, it is not appropriate to follow the steps from 'friendly reminder' to 'time out'. Behaviour that is considered severe includes:

- Deliberately hurting another student
- Wilfully damaging property
- Engaging in behaviour that stops the class from functioning
- Bullying

In these situations, students will immediately be withdrawn from the group/yard and will meet with a teacher and leader. They will determine exactly what happened and will use a range of strategies to deal with the misbehaviour. These may include:

- A Thinking Sheet
- Circle Time to repair relationships
- Withdrawal from the yard at break times
- Parents coming in immediately after the event, to partner with the school in supporting the student to make appropriate behaviour choices and responses in the future
- The construction of a Positive Behaviour Support Plan

Positive Behaviour Support Plan. If ongoing inappropriate behaviour is displayed, teachers will develop a positive behaviour support plan. This plan allows both the teacher and the student to focus on improving particular behaviours. The parents of the student and all staff will be made aware of the plan so that it can be implemented consistently during learning and break times.

Negotiated transfer of students in circumstances of a serious nature. In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety). (Catholic Education Melbourne)

Suspension and expulsion of students. Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education. (Catholic Education Melbourne)

Change comes about through compassionate healing relationships, patience, high expectations and inclusion. All issues will be dealt with in accordance with the values of the school. We recognise that all students, regardless of any learning, behavioural, physical, emotional or social difficulties, have the right to

be treated with equity, empathy, and respect. This is done in a spirit of inclusion, with the uncompromising belief that all students are capable of changing their behaviour to become citizens who contribute to society, through the example and message of Jesus Christ.

To be reviewed in 2021

Resources:

Catholic Education Melbourne, Horizons of Hope – Wellbeing in a Catholic School

Catholic Education Melbourne, Pastoral Care of Students