



Positive Behaviour Management Policy

October 2017

Rationale

At St Paul's Primary School, we accept and appreciate the uniqueness of each student in our care and to the families in which they belong. We are committed to providing a safe, nurturing and positive learning environment which maximises optimal learning opportunities and in developing a supportive and cooperative school community. Our school promotes a culture where respect, positive relationships, forgiveness and responsible behaviour are experienced and evident.

Values & Beliefs

Our school's vision statement "*Inspired by the vision of Jesus Christ, St Paul's is a welcoming respectful and inclusive community that fosters the optimal growth and wellbeing of each person*" is enacted through our interactions with all our school community.

We focus on the values of:

- ❖ Care and Compassion
- ❖ Doing Your Best
- ❖ Fair Go
- ❖ Freedom
- ❖ Honesty and Trustworthiness
- ❖ Integrity
- ❖ Respect
- ❖ Responsibility
- ❖ Understanding, Tolerance and Inclusion

We believe in:

❖ A **Restorative Justice philosophy** of love, care, justice, acceptance, respect, compassion, empathy and forgiveness. **Restorative Practices Approach** seeks to build, repair and maintain healthy relationships and develop pro-social relationships by;

- Finding a way forward that reduces anger and resentment
- Fostering an awareness in the student of how others may have been affected by their behaviour
- Actively involve students in exploring feelings of all involved
- Fostering change in behaviour and see conflict as an opportunity for learning
- Promoting resilience, responsibility and changing behaviour
- Creating awareness of the impact of adverse behaviour on others
- Supporting students to take responsibility for their actions and repairing any harm that may have been done
- Establishing trust and honesty, ownership of solutions and a shared dialogue

❖ A positive approach to discipline wherein respect and consideration are of the utmost importance, along with facilitating students acceptance and understanding of themselves, others and their environment.

❖ Applying a restorative practices approach to behaviour management which highlights Catholic values of forgiveness and re-establishing relationships when relationships have been fractured.

❖ Respect for other people's choices, individual rights and responsibilities and that our actions have consequences.

❖ Working in partnership with parents, the community and agencies to support the wellbeing of our students.

As a school community we aim to:

- ❖ Develop self-esteem, self-acceptance and self-confidence
- ❖ Optimize spiritual, social, emotional and academic learning and growth
- ❖ Promote awareness and the valuing of: respect, empathy, honesty, forgiveness and justice
- ❖ Promote school expectations (respect, responsible behaviour & restoration)
- ❖ Include students in decisions about the management of behaviour at school
- ❖ Encourage problem solving that encompasses respect and consideration for all involved
- ❖ Enjoy relationships with teachers, staff members and peers
- ❖ Model and build positive relationships
- ❖ Respond to inappropriate behaviour, enacting a Restorative Practices approach
- ❖ Implement the key principles of Catholic Social Teaching
- ❖ Utilize mistakes as an opportunity to learn

Expectations

As a school community we expect all students at St Paul's to follow the School Expectations which have been developed by teachers and students and are designed to promote wellbeing within the community.

- ❖ **Follow instructions**
- ❖ **Listen to the speaker**
- ❖ **Keep your hands feet and objects to yourself**
- ❖ **Always play in safe areas**
- ❖ **Respect each other with our words and actions**
- ❖ **Respect school property**

As a school community we have a **zero tolerance** to:

- ❖ Physical Violence
- ❖ Bully Behaviour (in all forms: physical, emotional, cyber, verbal, social, harassment etc.)
- ❖ Intentional damage to others property or the environment
- ❖ Offensive and inappropriate language
- ❖

At the commencement of the year, teachers and children revisit these values and expectations, and use them to form their own agreed Class Expectations.

Implementation

All in our school community are responsible for enacting the expectations of this policy.

Responding to inappropriate behaviour or conflict in a Restorative Practice approach means:

- ❖ People are supported to become aware of the impact of their behaviour on others, through personal accountability and being open to learn and change.
- ❖ Specific behaviours and incidents are the focus of conversation, without blame or judgement
- ❖ Attention to who and how people have been affected through the use of Restorative Affective Questions
- ❖ The people who are affected are part of creating the solution to resolving the issue and restoring relationships

Restorative Affective Questions

What happened? How did it happen?

How did you act in this situation?

Who do you think was affected?

How were they affected?

How were you affected?

What were you thinking at the time?

What impact has this incident had on you and others?

What has been the hardest thing for you?

If the same situations happens again, what would you do differently?

In the case of inappropriate behaviour or an incident occurring staff are responsible for:

- ❖ Documenting the incident on nForma
 - ❖ Applying a restorative practices approach to incident/behaviour eg.(Restorative Affective Questions)
 - ❖ Following up after an incident/behaviour occurs- these actions may include and are not limited to:
 - Checking in with students and monitoring behaviour
 - Providing further opportunities for conversations with students
 - Teaching of specific Social & Emotional Skills including Circle Time, Social Stories, Role Play
 - Informing parents/principal of incident/behaviour
 - Meeting with and liaising with parents
 - In school withdrawal
 - Developing a personalised plan for moving forward and restoring relationships

As all students are unique individuals a step by step linear approach to resolving conflict or an incident/behaviour cannot be applied. Each incident/behaviour will be addressed

on an individual basis, giving thoughtful consideration to the individuals involved and their diverse needs.

This policy links to the school's Anti Bullying Policy

Where a student chooses not to comply with expectations in a classroom, the following procedures are implemented:

1. Warning

The child is given a warning, to remind them of expectations. 'Johnny you need to....'

2. Time away in the classroom

If the child chooses to continue or resume the behaviour, they are moved to another area within the classroom to continue their work.

3. Time away in another classroom

If unacceptable behaviour continues, a child will have 'time away' in another classroom which would then be followed up with a restorative conversation.

Where a student chooses not to comply with expectations on the playground, the following procedures are implemented:

1. Warning

The child is given a warning, to remind them of expectations. 'Johnny you need to'

2. Time away to think about to think about choices

The child will be asked to sit on a nearby bench in the shade to reflect on their behaviour for 2-5 minutes. Teacher will follow up with a restorative conversation.

3. Time with Yard Duty Teacher

If unacceptable behaviour continues the student will be asked to stay with the duty teacher until the end of the duty. The yard duty teacher will follow up with a conversation with the classroom teacher.

In the case of a serious incident where a student is unsafe or making others unsafe, the duty teacher is to send a student to the Office with the red popsicle stick which is located in the first aid bag. This will trigger an immediate response from staff.

Following any serious breach of expectations, students will be asked to complete a Self Reflection Sheet.

The sheet is to be taken home, signed by parents, returned, and retained in the student's classroom file. A follow up email will be sent to parents.

Persistent Misbehaviour

Persistent misbehaviour may indicate that a student is experiencing difficulties and needs assistance.

Persistent misbehaviour will be discussed with parents and reported to the Wellbeing Leader or a member of the Leadership Team. This team supports teachers and parents in assessing the needs of the student, identifying further strategies and where recommended, assisting with documentation of a Positive Behaviour Management Plan, or referral for counselling. All incidences are recorded on nForma.

Dangerous Behaviour

Dangerous behaviour is intentional behaviour that threatens the safety of self or others.

Where dangerous behaviour occurs, students are withdrawn from the classroom or playground immediately and the Principal, Coordinating Leader or designated person in Charge is contacted.

Together with the referring teacher, the most appropriate response is determined, including the arrangements for informing parents.

If this behaviour continues then options available to the Principal include:

- In School Withdrawal
- Out of School Suspension
- Negotiated Transfer
- Expulsion

Any action would be done in consultation with the Principal Consultant and or Regional Manager along with the Parish Priest.

These action would be conducted in line with the Catholic Education Melbourne Policy on the Procedures for Student Behaviour Management, see link for full details <https://www.cem.edu.au/About-Us/Policies/Pastoral-Care-of-Students/Procedures-for-Student-Behaviour-Management.aspx>

This policy should be read in conjunction with St Paul's Pastoral Care, Internet Use, and Anti-bullying policies.

Evaluation

This policy was ratified by the school board on and will be reviewed in the next cycle of school review in 2020.



Self Reflection Year 3-6

Name:

Date.....

What happened?

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How did I act in this situation?

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.....

Who was affected by my behaviour? *myself / other children / teachers / parents / school community*

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.....

If the same situation happened again, how could I behave differently?

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.....

School expectations that I chose not to meet

Australian values that I did not demonstrate:

- Follow instructions.*
- Listen to the Speaker*
- Keep your hands feet and objects to yourself*
- Always play in safe areas*
- Respect each other*
- Respect school property*

What do I need to do to make things right?

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.....
.....

Signed

Student.....

Teacher.....

Parent/s.....



Self Reflection Prep- Year 2

Name: _____ Year : _____

What happened?	Who was affected?
What school rule was broken?	What can I do to make up for my poor choices?

Teacher signed:

Parent Signed: