


Policy		
Policy Name Behaviour Management		
No.1	Version 1.1	
Date 2016	Review led by Alain Van Gorp	
Date Reviewed in 2016		

Purpose

Rationale

This policy is a subsection of the St. Paul's Pastoral Care and Well -Being Policy. It encourages prevention rather than the application of punitive measures. We aim to provide a safe and productive learning environment that promotes responsibility and respect for all school members. The Behaviour Management Policy and Guidelines has been developed to provide teachers with consistent and effective strategies, in order to encourage students to be personally responsible for their behaviour.

Aim

This Policy aims to:

- Create and maintain a consistent positive learning and social environment.
- Encourage students to take responsibility for their own behaviour and to develop a positive and tolerant attitude towards others.
- Encourage participation and develop leadership within the school and to support staff in developing positive relationships with students.
- Nurture and encourage the emotional and social growth of each student.
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Scope

- St Paul's Catholic Primary School Nightcliff

Definitions

Policy Statements

Code of Behaviour

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, others and the school environment.

Parents/Carers play an important role in the education of their children and have a responsibility to support efforts of school staff in maintaining a safe and respectful learning environment for all.

All school community members are expected to:

- Follow the Pastoral Care policy of the school
- Respect and comply with Australian law
- Respect the rights and diversity of others
- Demonstrate honesty and integrity
- Show proper care and regard for school and other people's property
- Take appropriate measures to help those in need
- Resolve conflict in a non-threatening manner

(Taken from 'Safe Schools NT–Code of Behaviour'. DET)

Working together and building relationships: School Acknowledgement Plan

The following are examples of how teachers and other staff members acknowledge and build positive relationships with all students. We believe this is a primary and critical component in establishing authentic and respectful relationships both in and out of the classroom learning environment.

- TRIBES activities
- MJR: Making Jesus Real
- Rock and Water activities
- Authentic praise and positive reinforcement
- Implementation of class routines, systems and structures that provide consistency
- Calming activities e.g. meditations/ prayer
- Individual seating plans when required
- House points
- Visual incentives and rewards
- Reward afternoons
- Provision of meaningful and relevant learning outcomes
- Peer tutoring
- Peer moderation
- Whole school professional Development regarding prevention intervention

Examples of Level 1, 2, and 3 Behaviours

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
In class Swinging on chairs Talking while others are talking Flicking/ throwing objects Poking/inappropriate touching Off task Cheeky (inappropriate language or tone) Teasing Shouting/ calling out Disrupting others Rolling/crawling on floor Swearing Taking things without asking Work procrastination In yard: Running on concrete Playing in toilets inappropriate touching Teasing Swearing Out of bounds Unfair play Mishandling sports equipment	In class: Continuous Level 1 behaviours Bullying Stealing Verbal/ Physical violence Non-compliance In Yard: Threatening violence spitting Bullying Verbal/ Physical violence Stealing Vandalism Non - compliance	Continuous Level 2 behaviours Throwing chairs/ knocking over desks Physical violence towards students or staff Extreme Language Continuous level 2 behaviours Frequent running away Self harm Verbal abuse of students or staff Destroying work of peers/ teachers

Class Expectations**Flow Chart for Non-Cooperative Classroom Behaviours**

In the instance of non-cooperative behaviour the following procedure should be used as a guide in the classroom:

- Each class will have individual class rules that are age appropriate and created and implemented in collaboration by the students and teacher.
- All members of the class have the right to feel safe.
- Mutual respect should be upheld with the right to teach and learn.

Supporting Documents and Processes

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
<ul style="list-style-type: none"> Reminder of the classroom rule/s. 	<p><i>Student is asked to go to the office:</i></p> <ul style="list-style-type: none"> Teacher sends student to the office with withdrawal slip* Deputy Principal / Assistant Principal / Principal follows up with classroom teacher re: the consequence delivered 	E.g. Violence, verbal or physical threats or abuse
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<ul style="list-style-type: none"> Reminder of possible consequence. 	<p>2nd Occurrence</p> <p>Teacher sends student to the office and records incident on withdrawal slip.</p> <p>Student completes a written reflection regarding behaviours.</p>	<p>Suspension</p> <ul style="list-style-type: none"> In school suspension Home suspension Behavioural Intervention
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<ul style="list-style-type: none"> Time-out in class or buddy class. Other Appropriate consequence (e.g. community service, catch up, reflective writing) Teacher may need to notify parents 	<p>3rd Occurrence</p> <p>Student is retained in office</p> <p>Written reflection.</p> <p>Commence data collation for IBP in consultation with Principal or delegate</p> <p>Parents notified</p>	<p>Expulsion</p>
↓	↓	
<p>Continued</p> <p>Level 1 Behaviours</p> <p>now become</p> <p>Level 2 Behaviours</p>	<p>Suspension</p> <ul style="list-style-type: none"> In school suspension followed by re-entry by interview with parents IBP developed with Principal or delegate 	
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	<p>Continued Level 2 Behaviours</p> <p>now become</p> <p>Level 3 Behaviours</p>	

Yard Expectations

At St. Paul's School we:

1. Respect ourselves and each other
2. Respect all property
3. Respect our environment

Refer to 'Playground Rules' for more information.

Flow Chart for Non-Cooperative Yard Behaviours

In the instance of non-cooperative behaviour the following procedure should be used as a guide in the yard:

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
<ul style="list-style-type: none"> ▪ Reminder of the yard rule/s ▪ Playground book 	<p>Incident Report or</p> <p><i>RED CARD:</i></p> <ul style="list-style-type: none"> ▪ Teacher on duty removes the student and follow up with classroom teacher re: the consequence delivered. E.g. playground book/ bench. 	E.g. Violence, verbal or physical abuse.
↓	↓	↓
Playground Book.	<p>2nd Occurrence</p> <ul style="list-style-type: none"> ▪ DP / AP/ Principal removes the student and follow up with classroom teacher re: the consequence delivered and the discussion with parent/guardian ▪ Student retained in office ▪ Parents notified (phone call or letter) ▪ Record on e-maze 	<p>Suspension</p> <ul style="list-style-type: none"> ▪ Parents notified ▪ In school suspension ▪ Home suspension ▪ Continued Behavioural Intervention
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<ul style="list-style-type: none"> ▪ Time-out on bench - Inform the classroom teacher. ▪ Other appropriate consequence (e.g. cleaning up, playing elsewhere, restricted play) ▪ Playground book <p>If a student is recorded in the Playground book 3 times, a meeting is held with the Principal.</p> <p>Possible removal from yard at the Principal's discretion</p>	<p>Suspension</p> <ul style="list-style-type: none"> ▪ In school suspension ▪ Home suspension – followed by re-entry by interview with parents 	<p>Expulsion</p> <p>In consultation with CEO policy and guidelines</p>
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Continued Level 1 Behaviours now become Level 2 Behaviours	Continued Level 2 Behaviours now become Level 3 Behaviours	

Travel Expectations

When on a bus or waiting for a bus on a school excursion students should:

- Wear seat belts (when provided) at all times
- Stay seated
- Talk quietly
- Wait safely in an appropriate manner
- Stay off the road

When travelling to and from the school by bike or walking students should:

- Wear a helmet at all times
- Walk bikes when in the school grounds

Incident Report or removal of student from travel:

In the instance of non-cooperative behaviour:

Deputy Principal / Assistant Principal / Principal in liaison with teacher/parents/guardians may remove the student/s and intervene with follow-up consequences. (Note any cost returning a student to school, will be incurred by the parents of the student/s).

Staff/Student support:

All staff and students will have access to support through counselling, mediation, restorative justice and other services as required.

Legal Issues

The Code of Conduct recognises that in some situations the School is required to abide by procedures and processes that are prescribed by law – examples: illegal use or possession of drugs, harassment and theft.

Review Date

- This policy will be reviewed as part of the school's three-year review cycle, in accordance with Catholic Education Office requirements.
- This policy is reviewed yearly.

References

Revision Record

Date	Version	Revision Description
2016	1.1	No major changes