



ST. JOSEPH'S PRIMARY SCHOOL

Policy Document



Behaviour Management Policy

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have the right to feel safe and be safe in all school environments and outside of school hours. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

BASIC BELIEFS

- "Never see a need without doing something about it" (Mary MacKillop)
- That our school community nurtures the development of the whole child

AIMS AND OBJECTIVES

Through our whole school approach to wellbeing at St Joseph's the school will:

- Promote an environment of mutual respect between all school community members
- Foster positive relationships that promote Christian values, justice and pastoral care
- Provide clear expectations of behaviour and treatment of others
- Continuing to develop a culture where individual differences are accepted and opportunities are provided for all to reach their full potential
- To establish and maintain an environment where all individuals are safe
- To foster a learning environment that is conducive to learning
- To foster students' ability to self-monitor their behaviour and provide supports to allow all students to achieve success in this area
- To provide a whole school approach to Behaviour Management Practices. At St. Joseph's School this will be enabled through the Positive Behaviour Intervention & Support Framework [PBIS].

ORGANISATION

P.B.I.S (Positive Behavioural Interventions and Support) Leadership Team will:

- Attend relevant Professional Development days and report back to staff
- Refresh staff and induct new staff on St Joseph's P.B.I.S ('Triple A') approach
- Ensure classrooms have matrixes for display and Behaviour Management Flowchart
- Help organize Student Triple A Leaders, including promoting Triple A's and rewards
- Establish and monitor P.B.I.S student behavior database each year

ST. JOSEPH'S PRIMARY SCHOOL

Teachers will:

- Treat students with respect and consideration
- When there are more than one party involved ensure that all parties are heard to maintain procedural fairness
- Nurture a positive relationship with our students and parents
- Value and support fellow staff
- Support school policies and protocols
- Address inappropriate behaviour using the agreed process and practices set out on the PBIS flowchart.
- **NOT** use Corporal Punishment at any time
- Keep records of behavioural issues up to date on the school's database
- Discuss any concerns regarding individual student's wellbeing with the Wellbeing Leader and/or Principal

Students will:

- Show respect to themselves, one another, staff and other members of the school community
- Take responsibility for their own actions and be prepared to solve a problem and restore justice
- Actively engage in the learning process
- Support the school's social expectations, showing care and consideration for other people, belongings and school property

Parents will:

- Provide a safe, Christian and supportive environment for their children
- Treat all children with respect and consideration
- Nurture a positive relationship with all children and teachers within the community
- Support and endorse school policies
- Support staff in implementing behaviour management procedures
- Provide school with information about any special needs their child may have

SPECIAL CIRCUMSTANCES - STUDENT WRONGFUL BEHAVIOUR OF A SERIOUS NATURE

Negotiated transfer

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, known as negotiated transfer, 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).

Suspension and Expulsion

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

ST. JOSEPH'S PRIMARY SCHOOL

management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This will be avoided in St. Joseph's wherever possible.

Only the principal has the authority to expel a student. Catholic Education Sandhurst expects that, prior to confirming an expulsion, the principal will:

- explain clearly to the student and the student's parent(s)/guardian(s) the reason(s) for the intended expulsion, and provide them with an opportunity to speak on behalf of the student
- provide to the parish priest / canonical administrator as appropriate, formal written notification of the intended expulsion and the reasons for it and seek endorsement. In addition, provide to the Executive Director of Catholic Education Sandhurst formal written notification of the intended expulsion, and the reasons for it, and request that the Executive Director endorse the principal's decision
- Should the decision to expel the student be confirmed, the principal must ensure that the expulsion is formally recorded in the school's files, and provide to the parent(s)/guardian(s) of the expelled student a formal Notice of Expulsion. When possible, this notice is to be issued before or on the day the expulsion is to commence, and if that is not possible then as soon after that as possible. This notice needs to include:
 - The reason(s) for the expulsion
 - The commencement date of the expulsion

Note:

It is an agreed practice at St. Joseph's Primary School that corporal punishment is not permitted or used in any way when dealing with behaviour.

This policy is in direct alignment with the SSEB Guidelines for Student Behaviour Support and Intervention (2011)

