



Behaviour Management Policy

1. Introduction:

Fundamental beliefs in all Catholic schools are the values of love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice. These core beliefs are at the heart of the way we promote positive behaviour and challenge inappropriate behaviour at St Joseph the Worker Primary School.

The safety and personal wellbeing of all members of our school community is paramount. We endeavour to maintain a calm, gentle and respectful school environment that allows education to take place in the best possible circumstances. We expect our students to allow their teachers to teach and their classmates to learn. We acknowledge the power of affirmation with our students and seek ways to encourage students to meet our behavioural expectations.

At St Joseph the Worker, we acknowledge a need for a whole school management plan in order to have a respectful and safe environment. In keeping with our vision statement, staff acknowledge we need to work together to provide positive and consistent action that nurtures responsible behaviour. In Making Jesus Real, we try to live our faith in our actions and our words. We believe we must give students the tools to feel the spirit of Jesus every day and find the God moments that happen around them.

Our school expectations and consequences are in place to ensure safety, point out inappropriate behaviour, guide students to behaviour that is more appropriate, restore relationships and enable personal growth. We have a responsibility of giving out consequences for inappropriate behaviour, but more importantly with the responsibility of teaching students, more appropriate ways of behaving.

We acknowledge the important role of families with student management. The school and the family must work together in partnership for the benefit of the child.

The school does not allow corporal punishment under any circumstances or students to remain after school hours.

This policy will be shared with our community at the beginning of every year with parents/carers via our newsletter, app and website.

The expectations and procedures will be explicitly taught as part of our 'Myself as a Learner' Inquiry at the beginning of each year.

ST JOSEPH THE WORKER SCHOOL RULES

At St Joseph the Worker we expect everyone to be respectful, responsible and safe.

Therefore we:

- Follow directions
- Listen to the speaker
- Speak appropriately
- Hands off
- Take care of all property and the environment
- Move safely

2. St Joseph the Worker Social Expectations:

At St Joseph the Worker we:

- Show respect at all times through our actions and words
- Work to the best of our ability at all times
- Act in a way so that teachers can teach and students can learn
- Resolve any conflict calmly
- Take care of our property and environment
- Act like WEST people at all times (Welcoming, Encouraging, Saying Sorry, Thank You)

And so we:

- DO NOT use put downs or rude language
- DO NOT solve problems using hands, feet or objects
- DO NOT get involved in other people's problems unless you are helping

3. St Joseph the Worker Hierarchy of Consequences (Classroom):

- To be used in all teaching situations by all teaching staff
- This hierarchy begins again each day
- All students begin the day with a clean slate

a) First Offence:

Warning – Explanation of rule and the inappropriate behaviour, which has led to the warning. Teacher to move the student away from the situation and remind them of the rules and the desired replacement behavior. Dialogue to include “You need to.... And the next step is....”

b) Second Offence:

Time out in the classroom (Year Prep - 2 5 minutes / Year 3 - 6 10 minutes). Where appropriate another discussion of rules and expectations is to occur.

Teacher to explain why the student is receiving the time out. Dialogue to include “You need to.... And the next step is...”

c) Third Offence:

Sent to the office with the Removal Sheet (Appendix 1) filled in by the teacher and seen by a member of the Leadership team.

Student will fill in a Behaviour Management Sheet (Appendix 2).

Students complete a time out at lunchtime.

When students return to class, the hierarchy of consequences begins again. Teachers will assist students to come to the understanding that when they return to class it is a new beginning and an opportunity to make new decisions.

d) Serious cases of physical or verbal abuse/willful damage will be dealt with through the ‘Red Card’ protocol.

The following behaviour will lead to immediate withdrawal by red card to the Principal or Deputy Principal's office:

- Swearing at teachers

- Antisocial behaviour
- Physical violence or threat of physical violence
- Willful destruction of property

Where appropriate the parents will be contacted by the Principal/Deputy Principals.

4. **Consequences for Repeated Withdrawal from a Classroom**

If a student is removed three times in a term, they will receive a detention during lunchtime Friday room 1.30pm – 2.00pm. This detention will take place in JLA 2.

If students are removed twice in a day, parents will be contacted.

Where two detentions have occurred within a term, the child and parents are to attend a Behaviour Support Group Meeting.

The **Behaviour Support Group** may consist of:

- a) Classroom teacher
- b) Principal / Deputy Principal
- c) Wellbeing leader
- d) Parents
- e) Student (if required)

The role of this group is to manage consistent inappropriate behaviour by working with the family. The main aim of this group is to assist students in choosing new behaviours through consultation and learning opportunities.

5. **Hierarchy of Consequences (On playground):**

To be used in all recess and lunchtime situations by all teaching staff. Staff are not expected to tally up previous misdemeanors.

- a) A clipboard is to be carried by all teachers on yard duty. Any child who breaks the school rules has their name and incident recorded on a playground incident sheet (Appendix Three) and receives:
 - 5 minute timeout – Junior
 - 10 minute timeout – Senior
- b) The Deputy Principal & Wellbeing leader will tally each Wednesday and Friday the number of times a child's name appears for breaking the school rules within that week.
- c) If a child has received three (3) timeouts throughout the course of the week, they will receive a 30-minute detention at lunch on Friday.
- d) During this time, the child is required to fill in the 'Behaviour Management' sheet with the assistance of a school leader, who assists the student to reflect and make better choices in managing their behaviour.
- e) If two (2) Friday Lunchtime Detentions have been served, a letter will be sent home informing parents.

- f) When two (2) letters have been sent home to parents within a term, the child and parents are to attend a **Behaviour Support Group Meeting**.
- g) **Serious cases of physical or verbal abuse/wilful damage will be dealt with in another manner where deemed appropriate.**
- h) **Students who refuse to follow teacher instruction.**
 - In the case of this arising, the teacher on Yard Duty is to send a red card to the staffroom/ office where the Principal/ Deputy Principal or Student Wellbeing Leader will assist.
 - The following behaviour will lead to immediate withdrawal by red card to the Principal/ Deputy Principal or Student Wellbeing Leader's office.
 - Swearing at teachers
 - Antisocial behaviour
 - Physical violence or threat of physical violence
 - Willful destruction of property
 - Once removed from the classroom or playground a student must see the Principal, Deputy Principal, Student Wellbeing Leader or Principal's Delegate. The student may then be sent to another area.

6. **School Staff Responsibility:**

Uphold the school expectations through personal modelling and ensuring adherence to these by students

- a) Explicitly teach the expectations
- b) Follow the hierarchy of consequences
- c) Assist children to:
 - learn from their mistakes
 - grow in self-discipline
 - take responsibility for their actions
 - recognise the impact their actions have had on others
- d) Engage in calm, restorative conversations with students, after they have engaged in inappropriate behaviour. (This is NOT a dressing down, screaming or telling off of a student)
- e) Assist students to come to the understanding that each day is a new beginning and an opportunity to make new decisions
- f) To respect the child and, where appropriate, listen to the child
- g) To engage in positive reinforcement of School Behaviour Management Plan and to use the: Restorative Practice questions.
 - Become a member of the Behaviour Support Group when necessary
 - File copies of Behaviour Management sheets in student's files
 - Keep diary notes of incidents and concerns.

7. **Student Responsibility:**

- (a) To know the rules
- (b) To uphold the rules

- (c) To try to repair any damage caused by their breaking of the rule e.g. working through Restorative Practice steps
- (d) To listen when being spoken to, and to answer honestly
- (e) To put the past behind them and start each day afresh
- (f) To find appropriate support, when experiencing difficulties
- (g) To accept consequences

8. Parent Responsibility:

To support the school and the implementation of rules by

- (a) Talking rules over with their child
- (b) Recognising that schools and families share the responsibility of their children's behaviour
- (c) Accepting their child's indiscretion and moving forward with the support of the school
- (d) Accepting the consequences of their child's actions
- (e) Supporting the school's decision and discussing the inappropriateness of their child's behaviour where needed

9. Principal/ Deputy Principal Responsibility:

The role of the Principal / Deputy Principal / Principal's Delegate:

- a) To ensure that pastoral care is extended to all members of the school community. Because student misbehaviour can have an adverse effect on the wellbeing of students, staff members and others, the proper exercise of pastoral care requires the Principal to ensure a just and reasonable balancing of the rights, needs obligations and wellbeing of all concerned.
In addition, the Principal will sometimes need to authorise action beyond the school's formal student behaviour management procedures, based on knowledge of the particular issues and local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health and duty of care.
- b) To follow up with parents of children who have been removed from class
- c) To ensure that all members of the community are adhering to their responsibilities
- d) To be a member of the Behaviour Support Group
- e) To organise professional development for staff who need help with the behaviour management plan
- f) To record student withdrawals and deal with situations as appropriate
- g) To give out positive reinforcement to students and to follow up with parent discussions and rewards for students via the Positive Behaviour Passport and other means.

10. Student Wellbeing Leader Responsibility:

- a) To check the playground incident sheets
- b) To tally incidents on Wednesday and Friday (DP will complete this if Connie is not in)
- c) To call parents and inform the Principal / Deputy Principal of repeated lunch time incidents
- d) To organise the Friday lunchtime detentions, to positively assist in the students' return to acceptable behaviours
- e) To participate in the 'Behaviour Support Group'
- f) To follow up any teacher concerns about student behaviour

Reference CEOM Policy 2.26

“In-school Withdrawal

Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is best done in-school rather than out-of-school, as this maintains a student’s connectedness and engagement with the school. It is recommended that school processes for the withdrawal of the student from some aspect(s) of the school program are structured positively to assist in the student’s return to acceptable behaviours. An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose is recommended.

Out-of-school Suspension

If out-of-school suspension is judged appropriate by the school, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the school ought to notify the student’s parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication ought to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

It is also recommended that the parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:

- the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
- the school’s responsibility for providing learning material during the time of suspension
- the process of settling back into the school environment, and how this is to be facilitated
- arrangements for monitoring the student’s progress following his/her return to school.

If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the school authority, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

The CEOM expects that a student shall not be suspended for a total of more than nine school days in any one school year.

Student Wrongful Behaviour of a Serious Nature

The Catholic Education Office understands student wrongful behaviour of a serious nature to be activity or behaviour of a student which:

- seriously undermines the ethos of the Catholic school; and/or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students.

Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When a principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the

offending student(s) is paramount. The incident should be reported to the police at the earliest opportunity.

When it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the school community, it is recommended that a **Behaviour Management Support Group** be organised to:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the school's stated processes is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- ensure that decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

In arriving at decisions, the Behaviour Management Support Group aims for consensus. Where this is not achievable, the Principal (or Principal's nominee) makes the decision, in accordance with school policies and directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be maintained at all times.

A suggested membership is:

- the Principal or his/her nominee as convenor and chairperson
- the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student
- the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)
- the class teacher (primary) or the teacher nominated as having responsibility for the student (e.g. year level co-ordinator, secondary)
- a specialist person (as required) who may be of assistance, for example, the student counsellor, CEM staff e.g. Principal Consultant or Wellbeing leader.

In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group.

Responsibility for such a decision rests with the principal or the principal's nominee.

Negotiated Transfer

Negotiated Transfer involves a change of school by a student either between Catholic schools, or to a school within another sector, or to an alternative educational setting. Negotiated Transfer is an option in circumstances in which it is judged that the student's present school is not the right environment for the student, and that another setting would more suitably meet the student's current and future needs and be the most appropriate means of providing for the student's wellbeing. It may also be that, due to serious behavioural issues, a student's Negotiated Transfer is an appropriate means of providing for the wellbeing of the school community.

When Negotiated Transfer is being offered, the principal (or principal's nominee) ought to provide comprehensive advice to the student and the student's parents about the benefits this option would provide, and seek their agreement for a Negotiated Transfer.

Responsibility for negotiating a transfer is with the principal (or principal's nominee) of the school from which the student is to transfer. The following matters need to be considered:

- the environment which would best provide for the student's emotional, social and spiritual needs
- the school which would provide an educational program suitable to the student's needs, abilities and aspirations
- the process by which the transfer is to be negotiated
- the support required by the student and parent(s)/guardian(s) in making the transition.

These and other relevant matters should be included in the formal record of Negotiated Transfer. If a Negotiated Transfer is desired but cannot be arranged, the Executive Director of Catholic Education (and, in the case of a Congregation-owned school, the relevant designated authority) is to be informed in writing, and assistance requested. If a Negotiated Transfer is still unable to be achieved, the student is to remain enrolled at their current school, unless the circumstances are such as to require expulsion.

Expulsion:

It is an expectation of CEM that expulsion of a student from a Catholic school in the Archdiocese of Melbourne will not occur except in the most serious of circumstances, and when the following conditions all apply:

- the student has engaged in wrongful behaviour of a serious nature (see definition above), and
- the school's other processes for addressing such behaviours have been applied and not been successful, and
- the welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community.

Only the Principal has the authority to expel a student. The CEOM 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
- in parish or regional schools, 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 formal written notification of the intended expulsion, and the reasons for it, and request that the Executive Director endorse the principal's decision
- in Congregation-owned schools, follow the required endorsement processes of that body.

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
- Details of the Review and/or Appeal processes available* *Natural justice must apply, and consequently there ought be available in every school a formally authorised process by which parent(s)/guardian(s) of an expelled student, and in some circumstances the expelled student himself/herself, may have the expulsion decision reviewed and/or appealed.
- THIS POLICY IS TO BE REVISED ANNUALLY.



Appendix One

Removal from Classroom/ Other Area

Student's Name:

Date: _____ Year Level/Class: _____

Removing Teacher: _____

Area: _____

Behaviour that led to removal: _____

Attempts to challenge or change behaviour (include consequences given and steps taken according to your behavioural plan. Include other inappropriate behaviour where necessary).

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

In the majority of situations, staff should go through a set of logical steps in accordance with their behavioural plan. It is understood that some serious behavioural concerns or situations may not require a set of steps to be followed and require the immediate removal of the student. This sheet will be filed under the student's name. If deemed appropriate follow up will be made with parents. The student will be required fill in a behavioural sheet to be attached to this plan. The student will be handed back to the grade at the appropriate time.



Appendix Two

Think Sheet

Name: _____ Date: _____

Year Level / Class: _____

What did I do wrong?

What will I do next time?

What do I have to do to make up for this behaviour?

What have I learned?



Appendix Two

Student's Name

Think Sheet

I can circle WHERE I HAD inappropriate behaviour.



classroom



lunchroom



playground



hall



restroom

Which rule did I break?

- Follow Directions
- Listen to the speaker
- Hands off
- Take care of all property and the environment
- Move safely

I can circle HOW I FEEL about my inappropriate behaviour



happy



angry



confused



embarrassed



shocked



sad

Next time, I will...

Student Signature.....Date.....
 Staff Signature.....Date.....
 Parent Signature.....Date.....



Appendix Three Playground Incident Sheet

Student's Name: _____ Year Level/Class: _____

Date: _____ Staff Member _____

Area: _____ Time: _____

Consequence: Junior student (P-2) – 5 minutes TIMEOUT
Senior Student (3-6) – 10 minutes TIMEOUT

Following directions / Listen to the Speaker

- Showing disrespect to fellow teachers
- Showing disrespect to fellow students
- Showing disrespect to visitors

Speak Appropriately

- Using inappropriate language
- Using Put Downs (Teasing)

Hands off

- Using hands and feet inappropriately

Taking care of all property and the environment

- Misuse of playground equipment
- Throwing stones / bark / sand
- Kicking balls over the fence

Moving safely

- Being in an "out of bounds" area e.g. Entering a classroom without a teacher
- Not walking safely to line after the bell

Maintaining a safe school environment for all

- Unsporting behaviour
- Running on the adventure playground

Other: _____

Other people involved in incident: _____

(Names and class)

Please note: Serious cases of physical or verbal abuse and wilful damage to property will be dealt with in another manner.

If a student refuses to follow teacher instructions, a red card will be sent to the office, where the Principal / Deputy Principal or Student Wellbeing Leader will come and assist.



Appendix Four

Restorative Practice at SJW

Name: _____ Date: _____

Term: _____ Year Level/ Class: _____

Restorative Practice is a strategy that seeks to repair relationships that have been damaged. The rationale behind this approach is that offender can reflect on the harm they have caused by their actions and act restoratively.

Affective questions to ask during Restorative Practice:

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. What needs to happen to make things right?
7. If you find yourself in the same situation again, how could you behave differently?

Students involved:

Restorative Practice:

Actions/Outcome:

Student Meeting



Student Name (s):	Year Level:
Date:	
Reason for meeting:	
Actions & Outcomes:	
Signatures:	

