

ST. JOSEPH'S PRIMARY SCHOOL JUNEE

# BEHAVIOUR POLICY



**Written:** May 2018

**Date to be reviewed:** May 2019

Our school, St Joseph's, is Christ centred, guided by its motto "Christ Our Way". All school community members endeavour to facilitate each child's journey by being dynamic in direction and strong in service.

In being Christ Centred we will:

- Build the Kingdom of God through our personal relationship with Jesus by providing an atmosphere that encompasses prayer and reverence amongst staff and students.
- Ensure that the children have an understanding of the Gospel values to develop a faith based relationship with Jesus.
- Develop knowledge, beliefs and practices of the Catholic faith through prayer, liturgy and the teaching of our Religious Education and Sacramental Programs.

In being Dynamic in Direction, we will:

- Provide a holistic education that develops an ongoing love of learning by incorporating innovative and enriching teaching and learning activities into our teaching practice to meet the changing needs of our world.
- Encourage students and teachers to strive for excellence by fostering and supporting them to make the best possible use of their individual gifts and talents.
- Affirm the dignity of the individual and cater for each student's and family's needs by honouring differences in abilities, cultures and interests while respecting each person's journey.

In being Strong in Service, we will:

- Give each student an education that is professional, current, relevant and integrated, by staff who are committed to lifelong learning.
- Provide leadership that models service to others by being active members of the parish, school and local communities.
- Offer each student the opportunity to develop leadership qualities that will serve them and their community, now and in the future.
- Ensure that discipline is just and fair so that it nurtures strong values and morals that promote self-responsibility and good citizenship.

### Purpose

At St Joseph's our Student Wellbeing and Management Policy stems from our school Vision and Mission Statement.

'As a Catholic educational community, centred on Christ and the values of the Gospel. We are committed to the development of the whole person, recognising, valuing and celebrating the individuality of each member of our school community.

### Policy Principles

At St Joseph's School, through their commitment to the Gospel, staff work together to;

- create an environment in which teachers can exercise their right to teach, students can exercise their right to learn without interruptions and where parents' rights to expect a quality education for their children can be fulfilled.
- assist students to make responsible choices about their behaviour and to accept the consequences of those choices.
- create a positive, respectful environment where students, staff and parents can work together to assist students to solve problems in a manner which will enhance self-esteem and promote responsible behaviour choices.
- develop healthy, respectful relationships based on an approach to behaviour choices which is consistent throughout the school and understood by all.

### Expectations

- Restorative Practices (See appendix 1) will be used in our school to assist students in taking responsibility for their own behaviour and to restore healthy relationships. This school supports and values open communication between home, school and students.
- All members of staff model respectful behaviours to students at all times and explicitly teach positive behaviours.
- All staff members are required to follow the same process for behaviour choices in the classroom, playground and whenever students are representing the school.

The Behaviour Management Policy explicitly prohibits the administering of corporal punishment.

### **Behaviour Expectations at St Joseph's:**

These 4 rules are the rules in place for all members of our community to promote positive behaviour.

- **Right place, right time, right task.**
- **Friendly words and actions.**
- **Play fair, care and share.**
- **Learn and let learn.**

### **Affirmation of positive behaviour:**

Teachers will use their discretion and organise an end of term class reward for all students that have not been to a coaching session.

This may take the form of: A class party, a class movie, etc.

At the end of the year, any student who has demonstrated consistent misbehaviour will not be able to attend a whole school behaviour bash.

Using affirmation for positive behaviour supports motivation in each student to achieve their ultimate potential in all aspects of their school life. By using the elements of fair process, positive relationships are modelled and developed (Restorative Practices).

Recognition of this affirmation can occur in a number of ways such as:

- verbal and written affirmation.
- stickers and rewards.

- visiting other classes/teachers to share their work.
- recognition through presentation at assembly.
- publication of work in school newsletter.
- acknowledgement of positive work and behaviour on staff notice board.
- consultation with parents in informal discussions and parent/teacher interviews.
- recognition by Principal.
- end of year school awards at Presentation Night.

#### **Teaching of Positive Behaviours:**

- Teachers are expected to explicitly teach the required behaviours to students ensuring that they understand what the desired and undesired behaviours entail.
- The Behaviour expectations are written and displayed on posters in each classroom, the library, the MPC and the playground.
- All staff will follow the guidelines for promoting positive behaviour.
- All staff will follow the steps for managing inappropriate behaviour.

#### **Managing Inappropriate Behaviour:**

Staff will manage inappropriate behavior in the following way:

All students will receive a warning. This will be implemented by following the procedures outlined below.

#### **Warnings.**

1. Reminding of the rule is a warning.
2. If others have been warned in front of others, this will be considered as a warning.

#### **Steps.**

1. Student reminded of rule and then if behaviour continues
2. Removed to a time out area in the classroom.
3. Time out in buddy room and if behaviour continues
4. Lunchtime coaching and Principal / parent involvement.

#### **Procedure for Coaching:**

If a student needs a coaching session this will take place in the first 20 minutes of lunch in the Principal's office.

- Teachers will be rostered on to coach.
- Students who are to attend a coaching session will be told by the classroom teacher or a duty teacher that they need to bring their lunch and a pen/pencil to the office at the 12.55pm bell.
- If an incident happens at the end of lunch or in the afternoon session they will be coached the following lunch time.
- A text message, note, or email to the Assistant Principal, the Principal and the coaching teacher is all that is needed to communicate who will be attending sessions.
- If a child does not attend either the Assistant Principal or Principal will follow it up.
- ***Please note that any staff member, including, Teacher Assistant's, office staff and casual teachers may recommend a student for coaching.***

- Coaching teachers should fill in the relevant details in the coaching folder located in the Principal's Office so there is record that can be tracked. (See appendix 2)
- Parents will be informed by either the Assistant Principal or Principal if a child has attended a coaching session.
- The session should be completed by 1.30pm.
- Rostered on teacher will run a restorative session
- Any child who has had a coaching session may be excluded from the class end of term reward.
- If behaviours continue and the child has participated in 2 coaching sessions, parents will be invited to meet with the Principal to discuss alternative options which may or may not take the form of external or internal suspension. If this happens:

**Principal to discuss: -**

1. The legal and pastoral responsibilities of the parents during the time of the suspension.
2. School responsibility for providing learning materials.

***\*In the case of severe verbal abuse or grave misbehaviour which puts the safety of others at risk or another's property, it may be necessary to suspend the student immediately or accelerate a student to an action step that is most appropriate to deal with the misconduct.***

***It is essential to refer to the Catholic School's Office policies regarding this matter.***

**Managing Serious Offences**

***Managing Serious Offences is to be read in conjunction with the Anti-Bullying and Teasing Policy and the Pastoral Care Policy.***

A serious offence is defined in terms of activities or behaviour which seriously:

1. Undermines the ethos of the Catholic School.
2. Affects the right of teachers and/or students to participate in teaching and/or learning processes.
3. Endangers the physical and/or emotional welfare of the students and/or teachers.
4. Interferes with the daily running of the school.

**Procedure for managing serious offence:**

- Classroom teachers should notify the Principal immediately when they become concerned about a child's behaviour.
- Consultation from appropriate agencies is to be sought to identify any behaviour needs and underlying factors for the behaviour as soon as practical. ( eg wellbeing committee, wellbeing worker from CSO)
- At the earliest time convenient counselling should be arranged for 'at risk' students.
- Support group to be established to enable all parties affected to meet and work together to prevent the possibility of the situation escalating. A support group consists of Principal, parents, classroom teacher, support personnel and as appropriate the child. Details of meetings are to be documented.
- The School's Consultant is to be notified as soon as the school realises that it has a potentially serious problem. He/she co-ordinates the provision of the Diocesan support agencies.
- Corporal punishment is never to be used as a form of punishment.

- Prior to the suspension of a student, the Principal must obtain the permission of the Parish Priest and the Director of Schools. The conditions of re-admittance are to be made clear to the parent and child at the time of the suspension. A student may not be suspended for any more than three consecutive school days.
- Should all processes fail or the degree of the offence is so critical, it may be necessary for a student to be expelled. Should this circumstance eventuate the rights of all individuals must be respected. Accurate documentation must be maintained.
- Prior to the expulsion of a student, the Principal is obliged to seek the permission of the Parish Priest and the Director of Schools.

This policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

## Appendix 1:

*The Principles of Restorative Practice Foster awareness in the student of how others have been affected. Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts from noticing other people's feelings. Involve the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable. Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation. Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.*

*See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future. Restorative practices must be systemic, not situational.*

The following questions should be asked and students can write or verbalise their responses.

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. How were you affected?
7. What needs to happen to make things right?
8. If you find yourself in the same situation again how could you behave differently?

Focus on the specific behaviour or incident without blaming. Draw out who was affected and how they were affected. Direct questions toward problem solving what needs to happen to 'make things right'.

Reflect on the impact that the behaviour or incident has had on you and others

Consider the effect on other students, the class, the year, other teachers, parents or the school community as a whole.

**Appendix 2:**  
Coaching Proforma:

Date	Student	Behaviour	Coach

**Appendix 3:**

Student Timeout Session

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Unfortunately, I did not follow the rule:

RIGHT PLACE, RIGHT TIME, RIGHT TASK	
FRIENDLY WORDS AND ACTIONS	
PLAY FAIR, CARE AND SHARE	
LEARN AND LET LEARN	

Draw or right your answers to the following questions:  
How did my actions affect other people?

  
  

What should I have done differently?

Click [HERE](#) for access to this proforma.