

BEHAVIOUR MANAGEMENT POLICY

*Rationale:*

All Saints Parish school’s provision of positive behaviour education and behaviour management skilling of students is pastorally driven, comprehensive, and whole-school in nature. Appropriate frameworks are Response to Intervention Framework and the National Safe Schools Framework. The focus and intended outcome is personal resilience, the mode is prevention and primary intervention, and the application is to the school community and to each member of the school community individually.

At All Saints School, we believe that the discipline policy and practices should be developed from our belief that the values of the Gospel will permeate all that we do in the name of education. We are endeavouring to promote an environment that is secure, healthy and respectful for all members of the school community. We also believe that the responsibility for the growth and development of each child is a partnership between teachers, parents and children. Consequently, our Behaviour Management policy recognises that the members of the school community have certain rights, and therefore responsibilities, to uphold the rights of others within the school.

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management, and is recommended for Catholic schools. A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

*Scriptural Context:*

*“What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God”* (Micah 6:8)

*Gospel Values:*

Respect, Justice, Compassion, Love

*Policy Aims:*

To provide pastoral care to all members of the school community.

To enhance student well-being.

To engage all students fully in school life.

To promote positive behaviours and maintain healthy relationships.

To assist students to reach their full potential and to flourish in a safe, happy and healthy environment.

*Implementation:*

### CLASSROOM BEHAVIOURAL EXPECTATIONS

Every classroom will develop classroom expectations created collaboratively by teachers and students at the beginning of each year. These expectations will include:

Classroom Norms and expectations that will establish the behaviours conducive to developing a co-operative learning culture of the classroom

Positive Recognition that will ensure that students receive acknowledgement for appropriate behaviours that support a co-operative learning classroom culture

Consequences that occur when students choose inappropriate behaviours do not support a co-operative learning classroom culture

### CONSEQUENCES OF SERIOUS INAPPRORIATE CLASS BEHAVIOUR

### NB. When student behaviour is not compliant with the classroom expectations…

### FIRST INCIDENT:

### The student is issued with a verbal warning with a clear explanation of the nature of the inappropriate behavior. The student is engaged in a RESTORATIVE CONVERSATION.

### SECOND INCIDENT:

### The Student is removed to a time-out space in the classroom for a period of time at the teacher’s discretion. The student is engaged in a RESTORATIVE CONVERSATION.

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### THIRD INCIDENT:

### The Student will be sent to a designated teacher's classroom with an EXIT SHEET to complete assigned work for a period of time at the teacher’s discretion. The EXIT SHEET must be signed by the Teacher and the Principal. The student is engaged in a RESTORATIVE CONVERSATION.

### FOURTH INCIDENT:

### The Student is sent to the Principal’s office for a period of time with a student EXIT Notice. The EXIT Notice must be signed by the Teacher and the Principal. The student is engaged in a RESTORATIVE CONVERSATION.

### PLAYGROUND BEHAVIOURAL EXPECTATIONS

### At the beginning of each year all staff will be involved in reviewing and constructing A Playground Code of Conduct. Staff will communicate the Playground Code of Conduct with all students to ensure that they are clear of the expectations and consequences.

### CONSEQUENCES OF SERIOUS INAPPROPRIATE BEHAVIOUR IN THE PLAYGROUND

### Teachers will conduct a verbal interview using the Restorative Practices Questions to determine the facts of an incident and the feelings of the students involved.

### Serious reportable incidences will be documented on the SIMON behavior tracking system.

### The student/s will be required to walk around the yard with the teacher on duty for a period of 10-20 minutes.

### If the offence involves physical violence or abusive language they will be exited from the playground to a passive area outside the staffroom that day or the following day.

### It may be necessary to continue using the Restorative Practices Questions after this period of Time Out. If a serious offence reoccurs the student is to take an EXIT Notice to the Principal’s Office to be signed and sent home to the parents.

### REPORTABLE OFFENCES

### The teacher will document the incident on SIMON.

### The Restorative Practices Questions will be used to determine the FACTS and FEELINGS of the student/s involved.

### REPORTABLE INAPPROPRIATE BEHAVIOUR

### The following is a list of actions that MUST be reported on SIMON behavioural tracking tool.

### Violence causing bodily harm

### Physical, verbal or emotional Bullying

### Abusive language.

### Failure to obey a reasonable instruction by duty teacher.

### Leaving school grounds without permission.

### Spitting at or on others.

### Stealing.

### Wilful damage to property

### Racial comments

### Inappropriate use of hand held electronic devices

### Bullying (verbal, emotional or physical)

*Resource: Catholic Education Office Behaviour Management Guidelines 2013.*

Ratified: by the Advisory School Council March 2014

Reviewed: 2017