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**Student Behaviour Policy**

# Revised: 2017

# Review: 2021

# Rationale

The Student Behaviour Policy and procedures at All Saints Parish School seek to respect the dignity of each person; build inclusive, supportive and caring relationships; foster compassion and forgiveness; and provide information about the practice of developing and promoting respectful behaviours.

As a Catholic school we are committed to fostering the dignity, self-esteem and integrity of all students and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially. We are committed to developing a culture of personal safety and respect of others; the environment; and respect of one’s self.

# Policy Statement

At All Saints Parish School we are committed to providing a safe, secure and stimulating Christ centred learning environment for all students. Students can reach their full learning potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked and therefore every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

# Guiding Principles

1. Foundational to the nature of student behaviour in Catholic schools is the belief that each person is created in the image and likeness of God (Genesis 1:27) with the inherent dignity that this implies, and all are created as social beings, with the mutual rights, obligations and needs that this implies
2. Student behaviour in Catholic schools affirms and gives expression to the belief that the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching, this is why the promotion of the human person is the goal of the Catholic school.
3. Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special needs receive particular care and support.
4. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognised as promoting the achievement of learning outcomes and contributing positively to a school improvement framework.
5. Effective whole-of school approaches to pastoral care require age appropriate behavioural education and skilling of students, and pastorally driven management of student behaviour

through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.

1. Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian school. Corporal punishment must NOT be used at the School under any circumstances.

# Implementation

In light of our Student Behaviour Policy and these guiding principles at All Saints Parish School we will;

* + Collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach
  + Ensure that the school’s curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
  + Promote active student participation in the life of the school and provide students with a sense of ownership in their school environment
  + Support families to engage in their child’s learning and build their capacity as active learners
  + Promote active student participation as an avenue for improving student outcomes and facilitating school improvement
  + Establish social / emotional and educational support for vulnerable students and monitor and evaluate progress
  + Have processes in place to identify and respond to individual students who require additional assistance and support
  + Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students
  + Fully implement the BDSAC’s “Guidelines for Behaviour Support” (2016).

**Ratified by the Canonical Administrator in 2017:**

This Policy should be read in conjunction with;

“Pastoral Care Policy” - Ballarat Diocesan Schools Advisory Council’s

“Code of Conduct for Caring for Children” - Professional Standards Catholic Diocese of Ballarat “Whole School Approaches to Supporting Positive Student Behaviour” (2015) - CECV

“Safe and Sound Practice Guidelines (Occupational Violence)”, (2014) – CECV “Guidelines for Behaviour Support”

(2016) Catholic Education Office Ballarat

**All Saints Parish School Behaviour Procedures**

### **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.

**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.

**All Saints Parish School Behaviour Procedures**

### **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.

### Willful damage to property

### Racial comments

### Inappropriate use of hand held electronic devices

### Bullying (verbal, emotional or physical)