



## Behaviour Management Guidelines

### 1. Purpose

Creating a safe and supportive environment where the rights of all members of the St Joseph's community are respected underpins the vision of our school. The development of appropriate and acceptable behaviour is the responsibility of students, staff and parents.

Sources of Authority	
CECWA Policy	Catholic Education Commission Western Australia Community Policy – Effective 22 February 2021
Executive Directive	Executive Director – Student Behaviour

### 2. Scope

These guidelines cover all students, staff, parents and visitors of St Joseph's School, Southern Cross

### 3. Guidelines

Creating a safe and supportive environment where the rights of all members of the St Joseph's community are respected underpins the vision of our school. The development of appropriate and acceptable behaviour is the responsibility of students, staff and parents. Learning appropriate behaviour is part of your child's social development. Our staff aim to help students to be responsible for their own behaviour and to develop an understanding of what is appropriate in different situations.

At St Joseph's School, we believe that every student has a right to feel safe; therefore, bullying will not be tolerated. Open communication is encouraged between staff and parents to ensure consistent behaviour expectations are met at home and the school. Behaviour expectations of the students will always be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way. Students will be encouraged to settle their differences in a peaceful manner, and staff will focus on modelling positive behaviour, providing praise and encouragement where appropriate. Wherever possible, problems will be prevented before they arise, and a focus will be on student engagement.



We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour/s have been dealt with and that each child has the right to not be labelled by staff, students or parents (e.g. 'he's a trouble maker').

Teachers are encouraged to use positive action first! Children must have a sense of their own self control and responsibility to others. However, the management of inappropriate behaviour should be consistent and certain for all members of the class.

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour support 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.

### Rights and Responsibilities

Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Be treated with respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.

Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behaviour.
- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.
- Display respect for the school property, personal property and the property of others.

Staff have the RIGHT to:

- Be treated with respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperate and receive support from parents in matters relating to their children's education.
- Be the first point of contact if there is an issue or concern with one of their students.



Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students from when the door is open to allow informal discussions and preparation.
- Ensure good organisation and planning.
- Report student progress to parents.
- Be vigilant about bullying and encourage awareness of the school's policy.

Parents have the RIGHT to:

- Be treated with respect, courtesy and honesty.
- Be informed of curriculum material, behaviour support procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperate and receive support from teachers in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- See bullying as a behaviour and not personalise in the form of a bully.
- Ensure that their child attends school regularly and on time.
- Support the school in implementing behaviour support strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Support the school in providing a meaningful and adequate education for their child/children.
- Inform the school about repetitive inappropriate behaviours towards their child.
- Make teachers the first point of contact if there is an issue or concern with one of their students.
- Respect and maintain confidentiality between staff and parents.



### Classroom Rules: Guidelines

- Classroom rules should reflect the rights and responsibilities outlined in the behaviour management policy.
- Rules should be: - written in a positive tone – highlighting desired behaviour - clear and concise - few in number - easily understood by children
- The number and type of rules should reflect the developmental age of students.
- Students and teacher should develop the rules in collaboration at the beginning of the school year and review them regularly.
- The Behaviour Management Plan for each class must be forwarded to the Principal.
- Rules should be clearly displayed in the classroom and referred to regularly.

### OUR BEHAVIOUR HAS CONSEQUENCES: We are responsible for how we choose to behave.

Acknowledgement of co-operative and good behaviour:

Whole School Rewards

Fun Days

Behaviour morning teas

Lining Up points for each class

LLJ Awards

Merit Certificates

Classroom Rewards

Individual rewards – verbal acknowledgement, faction certificates, stickers, stamps, free time, lucky dips, class raffles, lucky draws etc

Group rewards – points towards a negotiated reward

Class rewards – points towards a negotiated reward Playground

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:

- Positive verbal acknowledgement and body language – A reward may be as simple as a smile or words of encouragement.
- Blue Ribbon – which form part of our whole school positive rewards.

Consequences for inappropriate and unco-operative behaviour

We believe we need to work at building relationships. When we deliver consequences of inappropriate student behaviour it should be done so in a manner that will not damage our relationship with the student. Students should understand that the consequence is a result of their actions. All classroom and playground behaviour incidents should be recorded in SEQTA.



Levels of Behaviour			
Level 1: Minor violation			
Examples of behaviour	Recording Method	Consequences	Action to be taken
Disruptive noise-making Calling out Name-calling Talking while others are talking Inappropriate behaviour in any area Running inside Swinging on chairs Running on paving areas Breaching playground expectations	SEQTA: Pastoral Care Note Behaviour Subcategory (teacher to select most appropriate subcategory)	In-class behaviour plan with elements of cautious and 'Takes 5.' Pauses for toggle time  Second time 'Reflection Sheet' (to be completed at next break or sent home)  Teacher to speak to the child the following morning in regard to the Reflection Sheet that was sent home	

Level 2: Moderate Violation			
Examples of behaviour	Recording Method	Consequences	Action to be taken
Inappropriate language or gestures Hurting/injuring others Not following Teacher directions Lying, Cheating Taking things from others/stealing Disrespecting School property/equipment A negative response to teacher direction Repeated Level One violation	SEQTA: Pastoral Care Note Behaviour Subcategory (teacher to select most appropriate subcategory)	Reflection Sheet to be completed in Office.  Individual Behaviour Management Plan to be developed by Class Teacher in consultation with the Leadership Team at the discretion of the Class Teacher	



Level 3: Serious Violation			
Examples of behaviour	Recording Method	Consequences	Action to be taken
Hitting/punching Swearing Discrimination of any person in relation to, but not limited to, physical appearance, cultural background or special needs Hurting/injuring others with the intent Inappropriate physical contact Bullying, which is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological or physical harm). Non-compliance with teacher directions. Repeated level Two violations. Destruction or vandalism of school equipment. Breach of ITC agreement.	SEQTA: Pastoral Care Note Behaviour Subcategory (teacher to select most appropriate subcategory)  Involvement of the Leadership Team	At the discretion of the Leadership Team a Behaviour Contract may be created (in relation to behaviour violation/s) in collaboration with Parents/Carers and Leadership Team	Leadership Team to be notified and consequence at the discretion of the Principal  Principal or Leadership Team to notify parents/carers and follow up within one week

Note: At the discretion of the Principal, Assistant Principal and Teacher, in the case of a student who consistently reaches Level 3, the Class Teacher will work collaboratively with parents, Assistant Principal and School Psychologist to develop an Individual Behaviour Management Plan to assist the child and monitor behaviour both at home and at school. Note: In the case of severe misbehaviour (including, but not limited to physical aggression, swearing or property damage), Levels 1-2 will be bypassed.



**Proactive Support for all levels of behaviour**

**Review Classroom Environment**

- Consistency/predictability/routine
- Classroom layout
- Clear expectations
- Revisit rules on regular basis

**Classroom Support Strategies**

Examples may include;

- Check-in activities
- Positive language/specific praise/encouraging growth mindset
- Affirm positive behaviour
- Reminder of choices and consequences
- Give option of 'Tool Box' / Fidget Basket
- Classroom incentives e.g. 'Traffic Lights'
- Brain break

**Engage Emotional Regulation Teaching and Activities**

- Movement breaks
- Mindfulness activities
- Class Yoga
- Regulation break ("I need a break card")

**Reflective Strategies**

Examples may include;

- 'Keeping Safe Plan'
- 'Reflection Sheet'
- Communication with parent (proactive)
- Support Plan
- Create/Refer to Individualised Behaviour Support Plan (IBSP)

Authorised by	Mel Allen	Signature:	
		Date:	
Effective Date:		Next Review:	