



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God

BEHAVIOUR MANAGEMENT POLICY

Policy Area: Education

Date of Review: 2020

1. RATIONALE

St Helena's Behaviour Policy endeavours to promote a respectful, secure and healthy environment in which students can prosper and learn.

Respecting the rights of all members of the St Helena's community underpins the philosophy of this Behaviour Policy and the development of a school culture that addresses the needs and rights of every member of the school community.

The Behaviour Policy aims to foster the development of responsible, self-disciplined individuals and seeks to promote the well-being and safety of all in the community.

2. DEFINITIONS

- **Behaviour Management:**
A process to help create teaching and learning communities where all members of the community feel secure. It is a culture and philosophy underpinning all that happens in the school (National Safe Schools Framework).
- **Behaviour:**
Anything we say or do.
- **Positive Behaviour:**
Behaviour that contributes to a positive environment for all at St Helena's.
- **Inappropriate Behaviour:**
Behaviour that challenges the day-to-day functioning of St Helena's and is contrary to our school and class expectations.
- **Extreme Behaviour:**
Behaviours identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of another.
- **Parent:**
Inclusive of parents, guardians and all primary caregivers.
- **Teacher:**
Inclusive of all staff.
- **Child abuse:**
Four forms of child abuse are covered by Western Australian law:
 1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
 2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - the child has less power than another person involved in the behaviour; or
 - there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

3. Emotional abuse includes:
 - psychological abuse;
 - and being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - adequate care for the child;
 - or effective medical, therapeutic or
 - remedial treatment for the child.

- **Corporal punishment:**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

- **Degrading punishment:**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

3. PRINCIPLES

1. A whole school approach to behaviour management depends on a shared ethos and positive links between the school, families and the wider community.
2. All members of the school community should enjoy mutual respect.
3. All members of the school community need to be aware of and show respect for the needs and the rights of others.
4. Positive behaviour in children should be encouraged and rewarded.
5. Boundaries build safety and reduce stress for children.
6. A safe learning environment is built when all members of the community recognise the need for expectations regarding safety of themselves, others and property.
7. Bullying behaviours, whether verbal or physical are an infringement of the rights of others and will not be tolerated by members of the school community.

8. Responses to inappropriate behaviour should be approached with pastoral care to foster responsibility for actions, and to both change and heal unacceptable behaviours.

4. RIGHTS AND RESPONSIBILITIES

Students have the **RIGHT** to:

- be heard
- learn in a purposeful and supportive environment

- work and play in a safe, secure, friendly and clean environment
- respect, courtesy, honesty and to have their possessions respected
- clear guidelines and expectations

Students have the **RESPONSIBILITY** to:

- ensure their behaviour is not disruptive to the learning of others
- contribute to a neat, tidy and secure environment
- attend school and be punctual, polite, prepared and positive in their attitude
- behave in a way that protects the safety and well-being of others
- follow school guidelines and expectations
- listen to others

Staff have the **RIGHT** to:

- teach in a safe, secure and clean environment
- teach in a purposeful and supportive environment
- co-operation and support from the whole school community
- respect, courtesy and honesty
- be heard in an appropriate forum on school matters

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, colleagues and parents
- clear and effective organisation, planning and reporting of student progress to parents
- consistently implement and account for school policies

Parents have the **RIGHT** to:

- access a meaningful and appropriate education for their child
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education
- be informed of behaviour management procedures and decisions affecting their child
- respect, courtesy and honesty

Parents have the **RESPONSIBILITY** to:

- ensure their child attends school and is punctual and prepared to engage in the learning process
- support the school in its educational endeavours
- be interested in and supportive of their child's schooling
- use the appropriate forum to discuss issues related to their child's learning
- treat others with respect and courtesy
- inform relevant staff of factors that may affect their child at school
- support procedures in relation to behaviour management and the school curriculum

5. PROCEDURES

1. The Behaviour Tonics Program, which encompasses 1-2-3 Magic and Emotion Coaching, will be implemented across St Helena's.

2. All staff will utilise whole school and class specific reward systems to affirm students for positive behaviour.
3. All staff will adhere to the 'Behaviour Reference Guide' (Appendix 1).
4. Whole school expectations for inside and outside behaviour will be displayed prominently at the front of each classroom and learning area. Teachers will ensure these form part of class discussions at the beginning of each school year and throughout the year.
5. A whole school assembly will be held in week one of each term to reinforce whole school expectations and to highlight areas for focus. A member of the St Helena's Leadership Team will lead such assemblies.
6. At the commencement of each school year, teachers and students will collaborate to establish behavioural expectations specific to their class or learning area (in the case of Specialist Teachers). These will be clearly displayed within the classroom and regularly revisited throughout the school year.
7. Whole school and class specific expectations will be expressed in positive terms.
8. All staff will engage in emotion coaching with students who require additional support to meet behaviour expectations.
9. When students are directed to a member of the Leadership Team, a yellow slip will be completed for the student to present to the receiving staff member.
10. Students will be given a fresh start at zero at the commencement of each learning block (beginning of day, after recess, after lunch), however consequences (first three, second three, third three) will remain cumulative as per the Behaviour Reference Guide.
11. Specialist teachers will implement 1-2-3 Magic with all classes with each student beginning at 1 regardless of their previous standing within the system.
12. Extreme behaviour or repeated non-compliance with school and class expectations will result in a student being referred to the Principal or another member of the St Helena's Leadership Team. Each situation will be responded to fairly and as deemed appropriate according to the circumstances and individual needs of the student or students involved.
13. Details of instances of a student not meeting expectations will be entered into SEQTA as per the 'Behaviour Reference Guide'.
14. Parents will be notified as per the 'Behaviour Reference Guide'.
15. An incident that occurs at recess or lunch will be dealt with by the staff member on Duty who will enter details on SEQTA, ensuring they include the class teacher in all correspondence.
16. Where circumstances require, a Behaviour Management Plan will be developed to support the particular behavioural needs of an individual student. Such plans will be developed collaboratively by the class teacher, a member of the Leadership Team, the student's parent/s and other specialist staff as required.

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