



Positive Student Behaviour Policy

Guiding Principles

A number of guiding principles underpin whole-school positive behaviour. They are as follows:

- The life and teachings of Jesus provide inspiration, guidance and strength in all relationships and interactions. Jesus provides the ultimate expression of love, justice, compassion and reconciliation. It is in authentic relationship with one another that Catholics truly come to know the love of Jesus.
- A positive school environment is guided by Gospel values and honours the dignity of the individual, the family and the school.
- The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.
- Whole-school approaches are those involving ethos, relationships, communication, management, physical environment, learning strategies, curriculum, support procedures and responses, relationships with parents and the surrounding community (Weare 2009).

Catholic Context

A fundamental belief for Catholic schools is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' life and teachings show all people 'the way, the truth and the life' (Jn 14:6). In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care include love, respect, compassion, tolerance, forgiveness, reconciliation and justice.

Wellbeing in Catholic schools supports the development of all members of the school community. It is reflected in many aspects of school life, and especially in a school's vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour support processes, family engagement, community partnerships and school climate.

Catholic schools are committed to providing equitable access and opportunity for all. Awareness and recognition of, and response to, the needs and rights of all individuals are essential to human dignity. They are also essential elements of the Catholic identity of schools. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes. Schools, striving to cater for the wide diversity of student needs and talents, determine and use a variety of programs and practices that are based on solid research and which effectively engage all students in their whole development.

All students enrolled have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any impediments for their safety.

Rationale

Students have the right to learn in an environment that is fair and safe. This policy has been written to provide clear understandings of behaviour for all members of our school community. In addition, the policy follows an approach to the reinforcement of acceptable behaviour and a consistent approach to dealing with unacceptable behaviour. This policy addresses the management of student behaviour within the context of our school.

Behaviour Management Statement

At St. Paul Apostle South, we believe that our human lives are called and challenged to bring about the kingdom of peace, justice and truth as proclaimed by Christ.

Therefore, we aim to create a community which is conducive to self-development and fosters relationships. We aim to provide school experiences which develop skills, values and attitudes and give opportunities for all to grow spiritually, emotionally, physically and intellectually towards their best selves.

We believe that our approach to behaviour management should be –

- Positive
- Calm
- Clear
- Planned
- Consistent
- Choice based
- Taught

In addition, we believe it is important that teachers, students and parents have their needs met in a positive, affirming atmosphere and that the rights and responsibilities of each person are recognized. We believe that all staff need to be positive in their expectations of students and commit to the need to teach acceptable behaviours as a means of helping students to make better choices. We believe that positive and effective behaviour management provides a structure for teachers and students to maximize teaching and learning opportunities.

Rights and Responsibilities

All members of our school community have the right to:

- Feel and be safe
- Be treated with respect
- Participate and have contributions valued
- Learn and teach in a nurturing environment
- Be in a clean, healthy and safe environment

It is the responsibility of all members of our community to strive to uphold these rights in all situations.

Implementation

Throughout our school it is understood that all members of our community will follow a behaviour management plan that consists of:

1. Clear and observable rules that must be followed at all times
2. Positive recognition that students receive for following the rules
3. Consequences that result when students choose **not** to follow the rules.
4. **Corporate Punishment is not permitted at St. Paul Apostle South**

Rules

All members of our school community are expected to follow these rules –

1. Follow directions
2. Keep hands, feet and objects to yourself.
3. Listen to the speaker without interruption.
4. Speak appropriately
5. Move safely at all times
6. Treat all property with care

Positive Recognition

When students choose to follow rules we positively acknowledge their efforts by:

1. Using praise and positive feedback.
2. Operating an individual/whole class award program.

Consequences

At times, disruptive behaviour requires intervention and logical consequences. As a result of one or more of the school rules not being followed these consequences will be followed:

1. Remind the student of the rule not being followed i.e. "What's the rule?"
2. A verbal warning is given and the student is moved away from the group/activity within the classroom/playground setting for a designated time.
3. The student is removed from the classroom or playground. The student completes a Think Sheet and makes up the time used to complete the Think sheet at recess or lunch time. During the break, the student completes any work not completed in class as a result of being removed from the classroom.
When a student is removed from an activity on the playground this is recorded by the duty teacher in the Yard Duty book. The Thinking Sheet is sent home for the parents to sign. The Think Sheet is returned to the classroom teacher and kept for the year.
4. When a student needs to be removed from the classroom on a regular basis, the classroom teacher and/or Specialist teacher needs to discuss this with the Principal and/or Deputy. The Student Wellbeing Team may also be informed.
5. If a student continues to behave inappropriately (i.e not following the rules) a PSG will be formed and a Behaviour Management Plan will be implemented. At times, an outside agency may be asked to assist with this process.

Serious Offences

If a student is a danger to him/herself and/or others, parents are to be contacted immediately and the student is to leave the school for a set period of time (i.e. remainder of the day, two days etc.). When returning the student and parents enter into a contractual agreement. Outside agency help may be sought to assist in this transition back to school.

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