

Rationale

St Mary's Positive Behavior policy is based on the premise that everyone is treated with respect, every person needs to feel safe and secure and needs an environment that supports their learning, personal growth and the development of a positive self-esteem.

As a Catholic School, St Mary's is a place where the presence of Jesus in each of us is recognised and celebrated. We uphold and promote the dignity of every individual. The core values that inform our Positive Behaviour Policy are Tolerance, Honesty, Cooperation, Love, Compassion and Respect for self and others.

At St. Mary's School we believe:

- Teachers have the right and responsibility to teach.
- Children have the right and responsibility to learn.
- We all have the right to feel safe at school.
- Discipline requires a positive approach
- Behaviour education skills need to be explicitly taught through programs eg. You Can Do It!, Peer Support and MJR.

Purpose

To articulate school expectations in relation to student behaviour, and to outline school behaviour management procedures to the school and wider community;

To ensure that our school is a place where:-

- Everyone feels safe and valued. Positive relationships between teachers, students and parents/caregivers are fostered
- Rights and responsibilities are known, respected and protected
- Self-discipline and a capacity to accept responsibility for one's own action is nurtured
- There are clear expectations for student behaviour. Staff are consistent with implementation of school procedures
- Co-operative and restorative approaches to resolving conflict are followed

Implementation

Expectations

The following expectations that underpin student behaviour in the classroom, playground, incursions/excursions/camps and all school activities:

- **Treatment**

We treat others/property with respect.

We respect differences in others, not expecting others to think, look, speak or act just like you.

We are friendly and polite, and protect the safety and well-being of self and others

We care for and respect the school environment

- **Conflict / Resolution**

Solve your problems peacefully.

Always be honest in your words and in your actions.

- **Safety**

We play safely

Keep hands and feet to oneself

Move sensibly around the classroom and the school.

Wear a school hat and shoes stay on at all times.

We remain seated while eating.

Mobile phones can only be brought to school with written permission from parents. They are to be handed to the office in the green bag and collected on dismissal. Phones must not be turned on whilst on school grounds and used for communication with home and family members.

- **Learning**

We all have a right to learn and a responsibility to allow others to learn.

Teachers have a right to teach.

We cooperate and respect all others for the good of everyone.

Follow the directions of all staff

- **Communication**

We speak politely when it is our turn and are tolerant of the views of others.

Strategies for Students:

Suggested Conflict Management Strategies

1. IGNORE

Try to ignore the offender and show they do not get to you.

Walk away. Do not retaliate.

2. NAME IT: If they do not stop use the 3 part message:

Say "STOP"

"I don't like it when..."

"It makes me feel..."

Remind them of their responsibilities according to the Positive Behaviour Policy

3. TALK:

Talk the issue over with friends, parents, older students or a teacher. Get help and advice.

4. REPORT:

Inform a teacher/principal.

Responding to Student Misbehaviour

The school's emphasis is on responding to student behaviour in positive and encouraging ways. On occasions where students make poor choices with their behaviour, staff assist them to learn from the incident so that a similar mistake might not be repeated. At all times the dignity of the students involved is maintained and the relationship between the parties restored – (student/student, staff/student).

Strategies for Staff:

Classroom Positive Behaviour Flow Chart

(see Appendix 1)

Yard Behaviour Management Flow Chart

Student reminded of the expectation

Put in 'Time out' space and / or shadowing teacher on duty

Responsible Thinking Through Community Service

****Serious misconduct may bypass this process and student will be sent directly to the Principal**

Suspensions and Expulsions

Serious misbehaviour must be reported to the Principal or Deputy Principal immediately and may result in an internal or external suspension. The Director of Catholic Education will be notified.

Behaviours that constitute serious misbehaviour include, but are not limited to the following:

- Direct verbal or physical abuse
- Bullying
- Deliberate physical damage to property
- Non-compliance or refusal to follow a direct instruction by a member of staff
- Repeated disruption to student learning and the classroom
- Any behaviour that threaten the safety of any student, staff or visitors to the school
- Violent or aggressive behaviour

Actions

- The serious misbehaviour is reported to parents/guardians by phone or in writing via a letter/note and the parent is required to acknowledge receipt of the letter
- If required, a conference involving parents, student, relevant staff and Principal/Deputy Principal will take place. The aim of the conference is to restore the relationship between all parties and determine the best method of assisting the student to comply with our Positive Behaviour policy
- The child will be offered counselling
- Time-off the playground and/or time-out of the classroom will be implemented. The length of time will be taken into consideration along with all relevant needs and safety issues
- Further serious misbehaviour will require a further conference with parents, followed by one of the following:
 - Contractual Arrangement: This is an agreement reached between the school, the student and the student's parents stating the conditions under which the student's enrolment in the school will depend.
 - Suspension: Should this be necessary it would occur in accordance with the Policy of the Catholic Education Office. Details of which can be obtained from the Principal. The student will need to participate in a re-entry conference with the principal and a parent.
 - Negotiated Transfer: If the student's behaviour was such that this stage was reached, it would be evident that the present school setting was inappropriate for the needs of the student and enrolment in a more appropriate setting would be sought.

Note: For any of these behaviour issues, support for students and staff may be sought from the Catholic Education Office or outside support agencies.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle or as required.

Review History:

Year of review	Reviewed by	Amendments/Reviews
July 2012	Board	ratified

Next review:

Year of review	Committee responsible
2016	Staff