



St Patrick's Catholic School Latrobe

Behaviour Management Policy and Practices 2024

To be implemented in conjunction with the School
Wide Positive Behaviour Policy 2024

A SUPPORTIVE SCHOOL ENVIRONMENT

It is our aim to provide a supportive school environment for all members of our school community. Such an environment can be defined as one that strives to provide for the personal and social needs, and special characteristics of all our community members within the context of the school experience.

Our *Behaviour Management Policy and Practices* document is an intrinsic part of our school governance as it gives information on managing less desirable behaviours and promoting acceptable behaviour. At St Patrick's Catholic School, we aim to live by MERCY Values of *Compassion, Respect, Mercy, Hospitality* incorporating the **School Wide Positive Behaviour Support** (SWPBS) principles of 'Being Engaged, Being Responsible, Being Respectful'.

RATIONALE

All people have the right to be treated fairly and with kindness. We are all valued individuals and, as such, deserve fair treatment. Students are encouraged to be kind, caring, and thoughtful people through discussion and appropriate modelling by the adults in the school community. Parental involvement is an integral part of life at St Patrick's Catholic School. We recognise that the role of the family is fundamental in the modelling of positive student attitudes toward each other and the wider community.

This policy reflects the Catholic Education Commission Tasmanian's (CECT) 'Response to Unacceptable Student Behaviour Policy'. The CECT notes the definition of unacceptable behaviour from the *Secretary's Instructions No. 3 for Unacceptable Behaviour of Students and Volunteers at, and Visitors to State Schools or School*

Activities, to ensure consistency between the education sectors. The following behaviours are examples of unacceptable student behaviour and can have serious implications including suspension and expulsion:

- Refusal to participate in the education program.
- Non-compliance with instructions which regulate the conduct of Students.
- Contravening school rules and policies.
- Behaviour that is likely to significantly impede the learning of the other Students at that school.
- Behaviour that is detrimental to the health, safety or welfare of the staff or other Students at that school.
- Behaviour or actions that cause, or are likely to cause, injury to persons or damage to property.
- Behaviour that is likely to bring the school into disrepute.
- Behaviour that is likely to put a person at risk of harm.
- Harassment or stalking.
- Threatening behaviour.
- Discrimination.
- Bullying or cyberbullying.
- Illegal behaviour including drug use and/or trafficking.
- Unsociable behaviour (e.g. offensive language).
- Sexualised behaviour.
- Occupational violence.
- Any other behaviour that a Principal determines to be unacceptable.

BEHAVIOUR MANAGEMENT

Behaviour management is more than just a process of responding to behavioural problems after they have occurred. The key to effective behaviour management is the quality of the relationships between teachers, students and parents. Comprehensive behaviour management requires as much attention to the recognition and development of good behaviour as it does to effective sanctions for inappropriate behaviour.

A positive behaviour management policy incorporates the modelling and teaching of positive, proactive social behaviours across the school environment. Our School Wide Positive Behaviour Support framework is a data-based initiative that endeavours to

adjust the environment and learning opportunities to fully support the whole child. This framework is implemented by a collaborative, school-based team using a student-centred approach to proactively support behaviour. School-wide expectations for behaviour are clearly stated, widely promoted, and frequently referenced.

The use of the SWPBS framework is systematic, individualised and provides strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. SWPBS is a combination of effective practices to teach and encourage respectful, responsible behaviours and uses data to support decision-making. It assists in creating an individualised and supportive school climate.

Teachers are encouraged to use a variety of approaches to enhance positive interaction between students, catering for different levels of ability and maturity with the aim of developing positive social behaviours.

STUDENTS RIGHTS AND RESPONSIBILITIES

Students have a right to:

- Have their educational needs met at their own level.
- Work without distraction.
- Feel happy and safe.
- Be treated fairly and kindly.
- Be treated with courtesy and respect.
- Receive help and assistance.
- A tidy and hygienic environment.
- Have their property kept safe and free from interference.
- Be able to talk to a staff member about their problems and concerns.

IMPLEMENTING AND REVIEWING THE BEHAVIOUR MANAGEMENT POLICY

At the beginning of each school year and on a regular basis throughout the year, the school will communicate the policy to parents, and staff will discuss with students the expectations of behaviour both within the classroom and elsewhere in the school.

- We focus on the three behavioural expectations that are positively stated and easy to remember - Being Engaged, Being Responsible, Being Respectful.
- The school focuses on and explicitly teaches the preferred behaviours.
- SWPBS will be promoted and evaluated at staff meetings, as required.

CLASSROOM BEHAVIOUR

- Students and teachers together discuss the SWPBS Matrix and identify appropriate classroom behaviours that will contribute to a safe, harmonious and productive teaching and learning environment.
- Based on the SWPBS Matrix, a set of basic expectations agreed upon by classes to achieve the above will be discussed and displayed.
- A system of acknowledging appropriate behaviours and working habits will be discussed.

RECOGNITION OF GOOD BEHAVIOUR

It is important that students are recognised for displaying the behaviours that we encourage. This is achieved by:

- Non-verbal/verbal/written praise by teachers.
- Classroom recognition by peers.
- Positive parent/teacher communication.
- Acknowledgement at school assemblies and/or school newsletters.
- Use of incentives and rewards such as tickets, stickers, free time, Principal's awards.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOURS

Teachers and students work collaboratively to establish a possible range of logical consequences which will apply if a rule is not observed by a student and in the occurrence that a rule is consistently broken. Any of the following appropriate consequences may be used:

- Reminder by the teacher of appropriate behaviour.
- Time out within the classroom.
- Relocation for a short period of time with parents being notified.
- Time-out / Sitting out from play: completion of reflection.

- Withdrawal time with a staff member – incidental - lunch/recess/short periods.
- Restriction of privileges.
- Consultation with parents.
- Establishment of behaviour contract.
- Internal suspension (Student is withdrawn from special activities and the classroom for a defined period. Time is spent under the supervision of the Principal or staff member. The student does not have recess or lunchtime at the same time as the remainder of the school.)
- External Suspension (This consequence is only applied for very serious or repeated breaches. The decision to suspend a student is made by the principal. Documentation of the events leading up to the suspension will be thorough and retained.)
- Expulsion (In very rare circumstances the Principal decides to terminate a student's enrolment. The Catholic Education Office must be contacted before this can take place.)
- Students who have received high-order consequences for repeated or serious non-compliance should be involved in support programs that may involve parents/carers, members of the school leadership team, school support personnel such as the school counsellor or school chaplain.

Parents must be kept informed of recurring and/or serious inappropriate behaviour by telephone, the issuing of a Behavioural Incident Notice and/or parent interviews and knowledge of the implementation of consequences; this applies to both the parents/carers of students who are non-compliant and any student who has been adversely affected by the non-compliance of another or others.

Teachers must record detailed information (use of an incident report and making notes in the student's Compass online file) regarding behavioural concerns, noting dates, times and the names of other children and/or adults who were either involved or may have witnessed an incident or behaviour of concern: **keeping others informed of any concern is important and also needs to be documented on COMPASS.**

TIME-OUT

- It has been agreed that there should be provision for time-out when all other avenues in the classroom have been exhausted.
- Steps in the classroom before time out or detention should include warnings and have consistent consequences.
- A time-out, relocation or detention arrangement is made between class teachers to suit particular situations.

BUS CODE

Some students at St Patrick's Catholic School use buses as a form of transport home from school and are required to behave appropriately when doing so:

- Students are to walk safely to and from the bus stop.
- They board the buses in an orderly manner.
- They remain seated at all times during the journey.
- Children must act respectfully towards others at all times.
- Children must keep all parts of their bodies inside the bus.
- They must respect all bus property and the property of others.
- They must refrain from eating and drinking on the bus.
- Bags and equipment must not be placed in the aisles.
- Children must alight from the bus only after it has stopped where they normally get off.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR ON BUSES

- Misbehaviour may result in parents being informed of the inappropriate behaviour and the student being excluded from travelling on the bus for a set period of time.

STUDENT BEHAVIOUR WHEN TRAVELLING TO AND/OR FROM SCHOOL

The school has a responsibility to ensure, as much as possible and within fairly limited means, that students are safe travelling to and from school. Hence our expectation that students wear helmets when travelling by scooter or bike and that a parent or carer has signed a note to state that they have discussed road safety with their child. Similarly, the school is entitled to take action as appropriate if we become aware that a student, when travelling directly to or from school, behaves in a manner that is contrary to our expectations of

appropriate behaviour. Any student behaviour on the bus journey to and from school, that is contrary to expectations of behaviour at school will result in consequences for the student or students. Being in school uniform while misbehaving in public, detracts from the enormous hard work we put into trying to create an image and actively demonstrate that we are a Catholic school that promotes SWPBS values. The school's primary concern is always the safety of the students.

PROCESS INVOLVED IN ISSUING TIME-OUT

1. Serious / major incidents are handed over to leadership. A **SWPBS White Slip** is filled in by a member of the leadership team handling the incident.
2. During part of recess and/or lunch, the student sits in an area under the supervision of a member of the leadership team – students do not talk and may be expected to do work from class, or a reflection or work from time-out folders.
3. The member of the leadership team follows up with teachers and parents of the students involved in the incident.
4. The signed white slip is to be taken to the office to input data into the SWPBS database on COMPASS.

Issuing of White Slips – Guidance and examples of behaviours

Relocation of students to members of the leadership team are usually for **serious indiscretions** that are **conscious actions** made by the student, not accidents or minor indiscretions or interventions by teachers to relocate a student to another class to allow the child and/or class 'space' in order to de-escalate a behaviour. Class teachers have their own repertoire of behaviour management strategies for class expectations.

Examples of **serious indiscretions** that are **conscious actions** made by the student include, which must have immediate leadership team involvement include:

- Swearing/Verbal abuse/Put-downs
- Deliberate physical violence
- Stealing
- Bullying/Harassment/Threatening behaviour
- Defiance/Non-Compliance
- High-level attention-seeking
- Vandalism
- Inappropriate use of ICT
- Leaving supervision without permission
- Lying

This policy and associated practices will be reviewed as part of St Patrick's Catholic School review cycle.

Updated January, 2024

