Behaviour Management Policy

Section 1: Overview

Behaviour Management practices aim to develop responsible self-discipline among students. They also aim to promote the wellbeing and good order of the school community. Specific observable rules are established for the classroom and the playground. Positive reinforcement is given to students who follow school rules and a logical series of natural consequences are put in place for inappropriate behaviour.

The St. Mary's Behaviour Management Policy determines acceptable student behaviour. This behaviour is directly related to the principles and values of the Gospel and to the school's commitment to Pastoral Care, which accepts responsibility for promoting a respectful, secure, safe and healthy environment in which the students can prosper.

The St. Mary's Behaviour Management Policy promotes resilience in the one harmed and the one causing harm and restore relationships which may have been damaged. A restorative approach is used where possible to 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. Corporal punishment is not permitted at St. Mary's.

In being both positive and assertive, the teachers set the parameters of appropriate behaviour with the children. Positive behaviour is recognised and supported, just as inappropriate behaviour will not be accepted. Particular attention is given to developing in each person a sense of identity as a worthwhile and valued individual, a sense of purpose, and a sense of achievement.

At St. Mary's, we take a number of measures to promote a safe environment and to build positive relationships. To assist the children to grow and develop in these areas, the school works together with the cooperation of parents and the school community as a whole.

These include:
- Rights and responsibilities of members of our school community
- Classroom management
- School rules
- Restorative meetings
- Procedures of how we respond to inappropriate behaviour (minor incidents and serious incidents)
- Bullying

Section 2: Rights and Responsibilities

All members of our school community have the following rights:
- To be safe and happy
- To be treated with respect
- To teach, work, learn and play to the best of their ability

Teachers have a responsibility to:
- Provide a safe and supportive environment for all students
- Treat students with respect and consideration
- Provide a differentiated curriculum that engages all students in a contemporary learning environment
- Nurture positive relationships with students and their parents
- Value and support fellow staff members
- Set clear expectations and procedures with the students
- Address student issues / inappropriate behaviour / conflict when it arises
- Facilitate restorative meetings and processes when appropriate
- Encourage children to talk to teachers if they need support

Students have a responsibility to:
- Show respect to all members of the school community
- Act honestly and be responsible for their own actions
- Care for one another through their actions or words
- Actively engage in the learning process
- Play fairly and inclusively
- Show respect for their own and other people's property
- Restore relationships if relationships are damaged

Parents have a responsibility to:
- Treat all children, staff and members of the school community with respect and consideration
- Nurture positive relationships with staff
- Support the school's learning and teaching philosophy
- Support the staff in implementing the Behaviour Management Policy
- Support the decisions of the school
- Give their children the space to learn independently to promote resilience and self-reliance

Section 3: Classroom Management

As a staff, we recognise that it is important to focus on positive behaviours and encourage the children to make responsible choices about their relationships and behaviour. Acknowledging appropriate behaviour is important as it fosters positive relationships and cohesion within the classroom. We also recognise that by spending time to set up preventative practices we are more likely to avoid inappropriate behaviour and are able to build positive relationships. It is expected that all members of the staff reinforce school rules and routines to minimise disruption to teaching and learning time, to maximise learning opportunities and enhance positive relationships.

Staff can help to prevent inappropriate behaviour in a variety of ways that include:

Giving clear expectations to all children:
- Being consistent with classroom expectations
- Establishing positive Class Vision Statement with input from the students at the beginning of each year and reviewed at the beginning of each term
- Revisit Class Vision Statement with the students at the beginning of each term
- Ensure students are aware of appropriate noise levels and classroom expectations.
- Review with students at the beginning of each term the: Rights and Responsibilities of each student in the school (Section 2); Classroom Management (Section 3); School Rules (Section 4); Responding to Inappropriate Behaviour (Section 5); Bullying (Section 6)

Building positive relationships with the students:
- Modelling respectful relationships
- Holding regular circle time for both conflict resolution and social and emotional learning
- Putting into place positive rewards programs / stickers / praise

Using a restorative approach:
- Restoring relationships early to prevent further harm
- Using restorative language with the children
- Holding regular circle time for both conflict resolution and social and emotional learning
- Provide a Quiet area / Restorative area / Cool down area

Implementing regular social and emotional skills lessons:
- Teaching a Social Emotional Learning program
- Holding regular circle time to teach social and emotional learning skills

Focusing on the positives with the students, for example:
- Viewing behavioural problems as an area for growth for students
- Use of positive reinforcement strategies such as rewards, table points and ongoing positive praise for desired behaviour
- Arriving in their classroom by 8.30am to spend time to build positive relationships with their students
- Weekly awards presented at assembly for students demonstrating RICH values and for special achievements
- Verbal recognition of the positive behaviours e.g. "I like the way you did that!'
- Sharing time where good work is accredited by peers
- Praising a particular behaviour or attitude
- Positively acknowledging children who follow the school rules
- Positive communication to parents about behaviour
- Principal acknowledging student's work with a special award

Section 4: School Rules

School Vision Statement
St. Mary's is a safe and inclusive community that fosters strong, positive relationships in an engaging and empowering learning environment. We are committed to life-long learning and making a difference in our world.
Our RICH Values are Respect, Inclusiveness, Compassion and Honesty

St. Mary's School Rules are:

We respect ourselves, others and property by…
- Listening to others without interrupting
- Following directions
- Speaking appropriately
- Using our manners
- Moving safely at all times
- Treat all property with care

We demonstrate Respect, Inclusiveness, Compassion and Honesty in all our actions

Section 5: Responding to Inappropriate Behaviour

Restorative Practices
As a Catholic school, St. Mary's School's philosophy is that we use a Restorative approach in dealing with conflict or inappropriate behaviour where appropriate. The philosophy and practice of Restorative Practices is to promote resilience in both the one who is harmed and the one who causes harm. It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations. Staff focus on the specific behaviours or incidents without blaming. Staff draw out who was affected and how they were affected using specific 'restorative questions'. This aims to resolve the situation and restore relationships.

Restorative Questions:
- What happened? How did it happen?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- How did it make you feel?
- What impact has this incident had on you and others?
- What needs to happen to make things right?
- What has been the hardest thing for you?
- If the same situation happens again, how could you behave differently?

Circle Time
Circle time is an inclusive process which develops a sense of belonging, encourages self-esteem, provides a safe space for exploring feelings and needs, builds the skills of active and empathic listening, and fosters mutual respect and values differences. Circle time can also be used to hold a 'class conference' to resolve issues that relate to the whole group using a collaborative approach. Students share their feelings, ideas, concerns and problem solve together, with a no-blame approach, on a regular basis and help each other to work through concerns that impact on their well-being and learning at school.

Responding to conflict, misunderstanding and disagreements
Staff use a Restorative approach to help students understand how their behaviour has affected others or how to make things 'right' with another person. This encourages the development of empathy for others and ongoing positive relationships. Ongoing conflict can take a few Restorative meetings to resolve the conflict thoroughly and monitoring by 'check in's' by staff may be necessary. Student require coaching on how to resolve conflict effectively and time to restore the relationship before natural consequences are put into place.

Responding to different types of behavior: Minor Incidents, Ongoing Inappropriate Behaviour, and Serious Incidents
St. Mary's acknowledges that there needs to be differing responses to children's behaviour depending on the seriousness of the behaviour and the repetitive nature of the behaviour. St. Mary's aims first and foremost to increase the wellbeing of every student and recognises that for the most part that children who display inappropriate behaviour need support, guidance and at times explicit teaching around social and emotional skills. St. Mary's also recognises the importance of using natural consequences for inappropriate behaviour so children learn how their behaviour has affected others. Where appropriate staff will use the restorative approach to help to 'make things right' after incidents occur.

Behaviours can be classified into 3 key areas to help staff identify the appropriate response for each child.
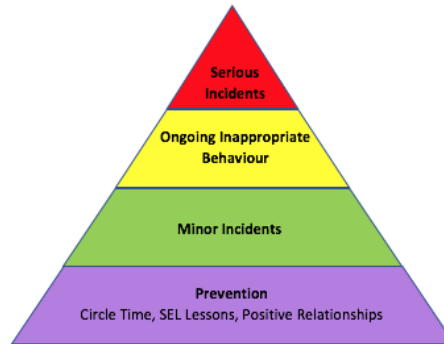
Preventative Practices
Most time is spent on preventative practices at St. Mary's that help build the social and emotional skills of each child such as regular SEL Lessons, building of positive behaviours through positive reinforcement and regular Circle Time, and through building strong teacher-student relationships.

Tier 1 - **Minor incidents / Low-level Inappropriate Behaviour**
Most intervention that happens within a school involves minor incidents that are part of a normal school environment and are seen as opportunities for learning. These are usually dealt with simply by verbal reminder, explanation or a request. Restorative Practices will be used where appropriate.

Examples of Minor incidents / Low-level Inappropriate Behaviour

Calling out in class	Distracting others
Not listening or following instructions	Bad manners
Not cooperating in groups/pairs	Littering
Not staying on task	Bad sportsmanship
	Dishonesty

Tier 2 – Ongoing Inappropriate Behaviour
Natural consequences are put into place where appropriate. Restorative Practices will be used where appropriate. A Positive Behavior Support Plan is put into place.

Examples of Ongoing Inappropriate Behaviour:

Name calling	Nasty remarks
Calling out in class	Exclusion
Repeating to not follow instructions	Bad manners
Regularly not cooperating in groups/pairs	Bad sportsmanship
	Dishonesty

Tier 3 – Serious Incidents
A Positive Behaviour Plan and natural consequences are put into place. A Restorative approach is also used where appropriate.

Examples of Serious Incidents

Bullying	Punching
Excluding others	Stealing
Ongoing classroom disruptions	Threatening
Leaving the school without permission	Swearing
Violent acts	Ongoing non-compliance
Destruction of property	Misuse of technology

	Disrespect towards staff

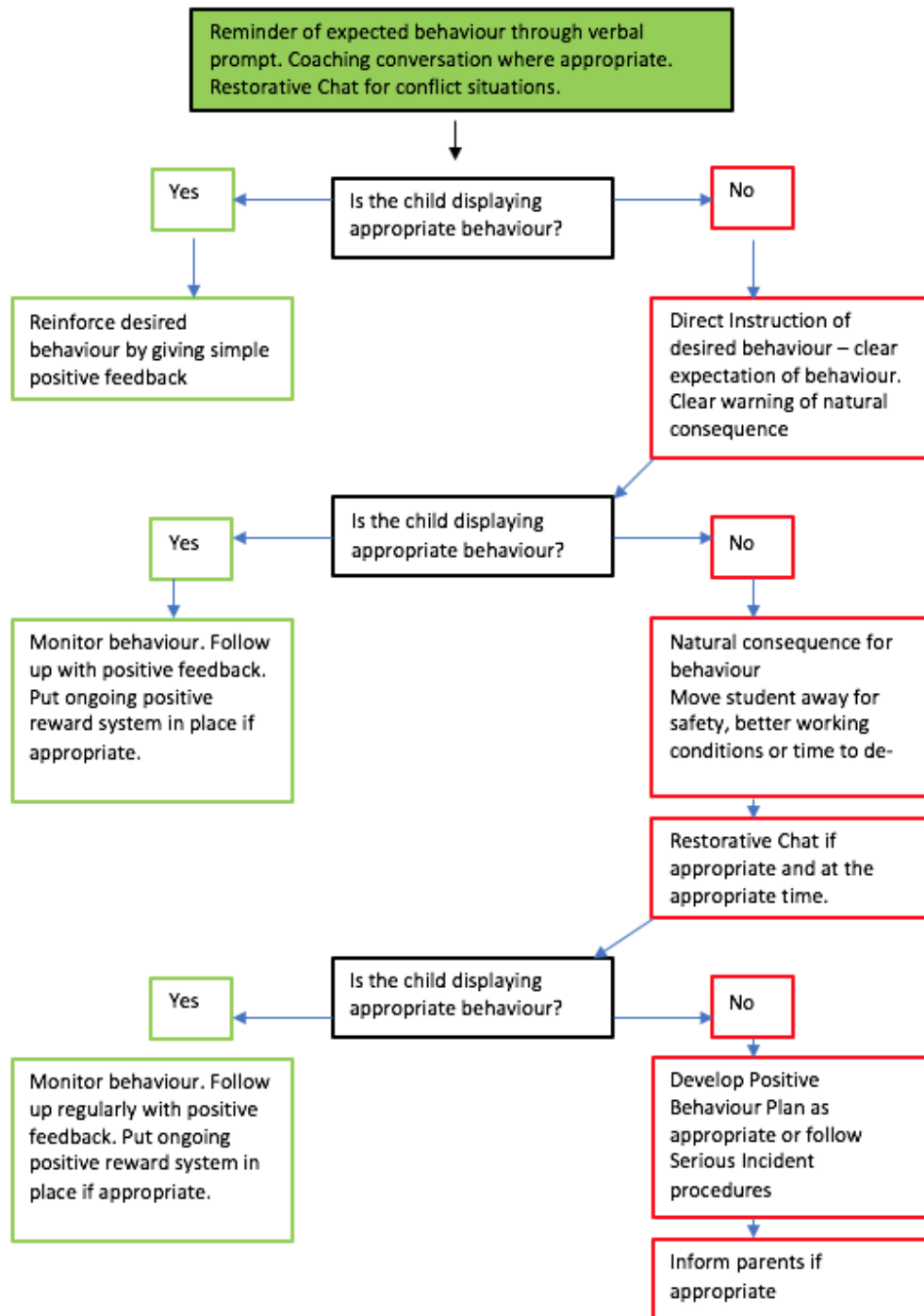**Action Plan - Responding to Minor incidents and Ongoing Inappropriate Behaviour**
At the first instance staff remind students of the school rule or class rule and are gently guided back to a more appropriate way of behaving ensuring that they are coached on how to behave in a way that is aligned to the values of St. Mary's. This is usually done by a verbal prompt or request from a teacher. If a student has harmed another student a restorative approach is taken by staff so the student recognises how their behaviour has affected another person.

If children show repetitive inappropriate behaviours, there may also need to be a natural consequence put in place so children understand the impact their behaviour has on others. E.g. if they treat others disrespectfully while playing basketball, they may have their rights to play basketball for the rest of play to be taken away or not be able to attend a basketball match the following week. A restorative approach would also be used alongside the natural consequence so the student understands how their behaviour has affected others and have had an opportunity to 'make things right' with the other person/s.

Process:
- Expectations are clearly stated - simple, direct and specific. Direct instruction given by the teacher.
- Reminder of expected behaviour or hold a restorative chat for conflict / misunderstandings.
- Positive but simple feedback is given to the child for following directions / following rules e.g. 'thank you for moving away from that area'.
- If behaviour is not changed then clear expectations are given again that may also include the clear natural consequence. 'If you choose to continue then (consequence).'
- Natural consequences may be given to a child if appropriate i.e. completing work at another time if child chooses not to complete work in class.
- Children who display repetitive inappropriate behaviours may also have a Positive Behaviour Plan put in place to support the child to develop more pro-social behaviours.

Responding to Minor Incidents / Ongoing Inappropriate Behaviour

Reminder of expected behaviour through verbal prompt. Coaching conversation where appropriate. Restorative Chat for conflict situations.

Is the child displaying appropriate behaviour?

Yes

No

Reinforce desired behaviour by giving simple positive feedback

Direct Instruction of desired behaviour – clear expectation of behaviour. Clear warning of natural consequence

Is the child displaying appropriate behaviour?

Yes

No

Monitor behaviour. Follow up with positive feedback. Put ongoing positive reward system in place if appropriate.

Natural consequence for behaviour
Move student away for safety, better working conditions or time to de-

Restorative Chat if appropriate and at the appropriate time.

Is the child displaying appropriate behaviour?

Yes

No

Monitor behaviour. Follow up regularly with positive feedback. Put ongoing positive reward system in place if appropriate.

Develop Positive Behaviour Plan as appropriate or follow Serious Incident procedures

Inform parents if appropriate
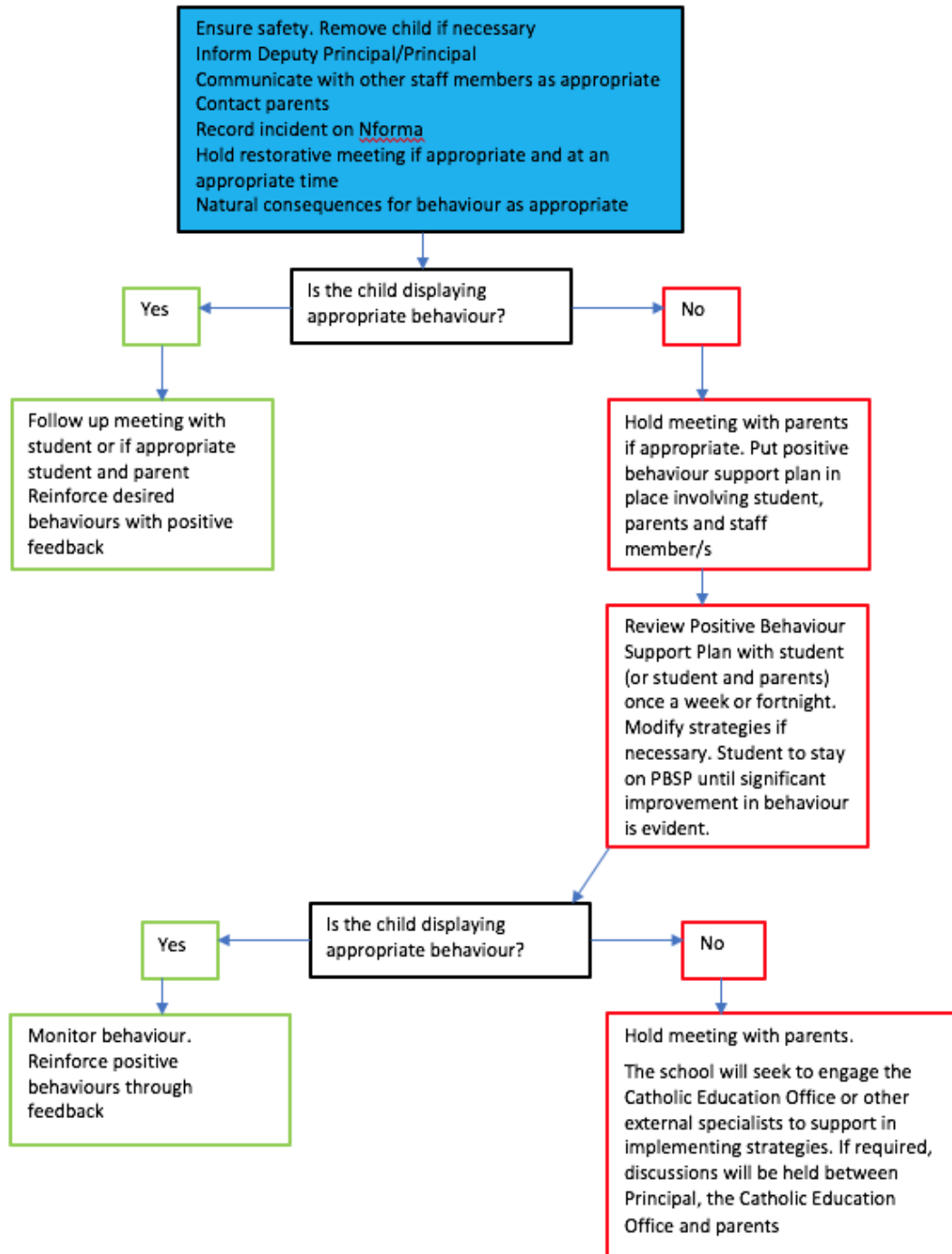
Action Plan - Responding to Serious Incidents
- Ensure safety, remove child if necessary
- Inform Deputy Principal/Principal
- Communication with other staff members if appropriate
- Contact parents
- Record incident on nForma
- Hold Restorative Meeting (if appropriate) at appropriate time
- Natural consequence for behaviour if appropriate i.e. removal from playground

If student displays appropriate behaviour, hold a follow up meeting with student or student and parent (if parents have been contacted). Reinforce desired behaviour by giving verbal praise.
If inappropriate behaviour continues/reoccurs:

- Hold meeting with parents if appropriate
- Put a *Positive Behaviour Support Plan* in place involving student, parents and staff member/s, and, if appropriate, external specialists (e.g. psychologists, consultants from) Catholic Education Melbourne
- Review Positive Behaviour Support Plan with student (or student and parents) once a week/fortnight. Student is to stay on *Positive Behaviour Support Plan* until significant improvement in behaviour is evident.
- If student displays appropriate behaviour, monitor behaviour. Reinforce desired behaviour by giving verbal praise
- If behaviour is ongoing or if the student has not responded to a *Positive Behaviour Support Plan* or Restorative Meetings, or if students/staff are at risk, then the school will seek to engage an external specialist (e.g. child psychologist) to support in implementing strategies. If required, discussions will be held between Principal, the Catholic Education Office and parents to discuss further options to support the student in their education.

Responding to Serious Incidents

Ensure safety. Remove child if necessary
Inform Deputy Principal/Principal
Communicate with other staff members as appropriate
Contact parents
Record incident on Nforma
Hold restorative meeting if appropriate and at an appropriate time
Natural consequences for behaviour as appropriate

Is the child displaying appropriate behaviour?

Yes

Follow up meeting with student or if appropriate student and parent Reinforce desired behaviours with positive feedback

No

Hold meeting with parents if appropriate. Put positive behaviour support plan in place involving student, parents and staff member/s

Review Positive Behaviour Support Plan with student (or student and parents) once a week or fortnight. Modify strategies if necessary. Student to stay on PBSP until significant improvement in behaviour is evident.

Is the child displaying appropriate behaviour?

Yes

Monitor behaviour. Reinforce positive behaviours through feedback

No

Hold meeting with parents.

The school will seek to engage the Catholic Education Office or other external specialists to support in implementing strategies. If required, discussions will be held between Principal, the Catholic Education Office and parents

Positive Behaviour Support Plans (PBS)

Positive Behaviour Support Plans are useful for students who require additional support and guidance. These plans can be developed for students who display ongoing minor behaviours or for more serious disruptive behaviours, challenging behaviours and for bullying. St. Mary's recognises that behaviour change is much more likely to occur when there is structured support given to a child rather than given a punishment. St. Mary's has a commitment to the development of the whole child that includes their social and emotional learning. Positive behaviour plans help children develop their social and emotional learning skills while also keeping other children safe and happy.

PBS is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce. PBS helps children learn new skills. PBS teaches alternative ways of behaving and supports are put in place such as changing environmental factors to help children achieve their goals. Rewards and reinforcements are used to promote pro social behaviour and are immediate and frequent in the early stages for maximum success especially for younger students.

Positive Behaviour Support Plans look different for the various year levels. For the younger students, an incentive chart may be used that states simply the goal they are trying to work towards. For older students, there is more collaboration and understanding around the behaviour discussed so the child is self-empowered to make positive changes.

Some PBS plans may be simple and only used for a short time. These are called 'Goal setting' plans where the child works with a teacher to set some positive goals to change behaviours.

Positive Behaviour Support Plans (PBS) plans are put in place for students when consistent behaviours are affecting themselves or others in a significant way. Behaviour plans will help students achieve their personal best, focusing on a specific behaviour they would like to change or achieve. If the repeated behaviour significantly impacts on a child's wellbeing or another's wellbeing, then a meeting will be arranged with parents to discuss the individual behaviour management plan put in place.

Teachers, in collaboration with the Student Wellbeing Leader and/or the Principal/Deputy Principal, design a plan that outlines:

- Duration of the plan
- Expectations regarding the student's future behaviour
- Means by which the student will be supported in achieving this behaviour
- Means by which the student's behaviour will be monitored and managed
- Circumstances which could require the plan to be amended or reviewed (e.g. medical or mental health advice)
- Positive reinforcement decided by both the teacher and student to be given once the student has reached their goal

Section 6: Bullying

Bullying takes many forms including physical abuse, verbal abuse, emotional abuse, intimidation, harassment, exclusion, cyber bullying and indirect bullying such as spreading lies and rumours and encouraging others to exclude a person. Bullying is the selective, uninvited, repetitive oppression of one person by another person or group. Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. At the commencement of each term it is an expectation that class teachers will discuss with their class the different types of bullying, and the rights and responsibilities of all children within the school.

We can help children understand the differences between bullying and normal development stages of social and emotional development by explaining to children these differences below. We can also help children understand that bullying is repetitive and targeted behaviour whereas conflict or misunderstandings are a part of our social and emotional development. St. Mary's acknowledges that although some behaviours may be distressing to a child this does not mean that it is bullying. These behaviours may still need teacher intervention and coaching to help children get along. Teachers also teach appropriate social and emotional learning skills through the classroom curriculum to help prevent inappropriate behaviour occurring and to guide children to make sensible choices that consider the needs of others.

- **Misunderstanding** – usually problems around communication. This is very common in primary school.
- **Disagreement** – do not agree on something and both want their own way. This is very common in primary school.
- **Conflict** – people usually want to solve the problem. Can be over a period of time if not sorted properly. It is normal for conflict to happen from time to time in primary school.
- **Inappropriate behaviour** – single acts of behaviour that is not socially appropriate. Children need guidance and coaching to help develop more socially acceptable behaviours that consider others.
- **Bullying** – threatening, repetitive, targeted, deliberately wanting to harm, abusive, no attempt to resolve issue. Bullying is not tolerated at St. Mary's however if bullying does occur we attempt to resolve the issue to ensure the victim feels safe and that the bully learns more appropriate social behaviours through close monitoring and support systems.

What is not Bullying
There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:
- **Mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying. However this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- **Annoying behaviours –** children can often annoy others without meaning to hurt anyone by acting in silly ways to gain attention. Although this can be irritating to others this is not bullying.

What is Bullying
Bullying is **repeated** verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.
These are some types of bullying behaviour:

- **Verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **Direct physical bullying** – such as hitting, kicking, biting, tripping, pinching and pushing or damaging property, throwing objects
- **Direct verbal bullying** – targeted name calling or jokes, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse, displaying offensive posters.

- **Indirect verbal bullying** – action designed to harm someone's social reputation and or cause humiliation. This can include lying and spreading rumours, playing nasty jokes to embarrass or humiliate, mimicking or encouraging others to socially exclude someone.
- **Violence** - including threats of violence
- **Sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **Cyberbullying –** direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

The school will investigate allegations of bullying and if it is established that bullying has indeed occurred, it will be treated as a serious incident and follow the process for serious incidents.

Examples of bullying behaviour:

Physical Bullying	Verbal Bullying
- Fighting, assault - Standover tactics, domination of others - Threats of violence - Invasion of personal space - Repeated exclusion from games, activities and social groups - Deliberately damaging others' possessions - Vandalism (including Graffiti) - Throwing objects - Biting and spitting	- Picking on people because of their family status, culture, religious belief, gender or sexuality, appearance, ability or disability - Repeated questioning or remarks about someone's private life - Discriminatory, offensive or threatening language. - Language which belittles or puts down others - Joking that offends - Starting rumours or making untrue statements about people - Swearing
Indirect Bullying This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: - Lying and spreading rumours - Playing nasty jokes to embarrass and humiliate - Mimicking - Encouraging others to socially exclude someone - Damaging someone's social reputation and social acceptance - Using nasty body language	**Visual Bullying** - Offensive hand and finger signs - Offensive drawings, messages, facial expressions - X-rated images, books or videos
Sexual Bullying / Harassment - Touching in private areas - Demanding sexual favours - Commenting on someone's morals or sexual orientation - Making any advances of a sexual nature	**Cyber Bullying** - Text messaging that is threatening or causes discomfort - Picture/video clips via mobile phone cameras that are sent to others that make the victim feel threatened or embarrassed - Harassing others on mobile phone calls including silent or abusive messages - Emails that threaten or bully others and using someone else's email account to bully others - Bullying via Websites such as using defamatory blogs on personal Webpages such as social networking sites and instant messaging - Accessing another person's email, social networking site accounts or files without permission