



BEHAVIOUR MANAGEMENT POLICY

RATIONALE

St Aloysius Behaviour Management Policy promotes a respectful, secure and healthy environment in which the students can thrive.

This Behaviour Management Policy aims to facilitate the development of responsible self-discipline among students and also seeks to promote the wellbeing and good order of the school community. In being both positive and assertive, the teachers set the parameters for appropriate behaviour for the children. Positive behaviour will be recognised and supported, just as inappropriate behaviour will not be accepted. Particular attention will be 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. The school will enlist the support and cooperation of the parents and of the school community as a whole, to assist the children to grow and develop in these areas.

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.

Parents have the responsibility to:

- Provide a safe, secure and supportive environment for their children.
- Treat all children with respect and consideration.
- Nurture a positive relationship with their child's teachers.
- Support and endorse the Behaviour Management policy and school expectations.
- Support the school's learning and teaching philosophy.
- Have an understanding of the school's expectations.

Teachers have a responsibility to:

- Provide a positive, Catholic environment where each child feels safe and supported.
 - Treat students, parents and colleagues with respect and consideration.
 - Provide a quality curriculum that reaches all students.
 - Nurture a positive relationship with the students and their parents as well as colleagues.
- Teach students the school expectations in line with Gospel Values
- Model care for their own, and other people's property

Students have a responsibility to:

- Show respect to all members of the school and wider community, including teachers, other adults and each other.
- Care for one another and not to hurt each other by actions or words
- Understand that bullying will not be tolerated.
- Have a clear, common understanding of the school expectations.

Own their actions.

- Actively engage in the learning process.
- Play fairly.
- Show care for their own, and other people's property.

BULLYING

For the purposes of this policy, bullying is taken to mean repeated intimidation over time, of a physical, verbal, cyber or covert nature. It always involves an imbalance of power by individuals or a group.

Bullying is not the same thing as conflict, violence or disagreement, although it may involve all of these. Bullying behaviours are to be reported to school staff. Usually the class teachers of the child/children involved or contact the Principal.

It is not recommended that you approach the parents of the other children involved. The school is the best place to report the bully behaviour incidents. We encourage students to report immediately to an adult any sign of cyberbullying or inappropriate talk online. Cybersafety education is also a part of our curriculum.

(For a more in-depth description of Bullying see the Bullying and Harassment Policy)

Bullying behaviours can range from petty 'bossiness' to severe repeated physical violence over time. In dealing with bullying, it is important that remedial actions be taken, guided by the severity of the offending behaviour.

** Bullies are often the victims of bullying themselves.

Refer to Bullying and Harassment Policy.

ASSERTIVE DISCIPLINE

Underpinning the discipline of St Aloysius School is the Assertive Discipline philosophy. This is based on setting consistent behavioural expectations with consequences for inappropriate choices. School guidelines are consistent across the school. Each classroom has a set of six explicit expectations, which operate within the parameters of the Assertive Discipline model.

School Expectations:

1. Follow directions.
2. Listen to the speaker without interrupting
3. Speak appropriately (no yelling, swearing or putdowns)
4. Hands off (Keep hands, feet and objects to yourself)
5. Move safely
6. Take care of all property and environment

Classrooms may also display their own expectations specific to their levels.

Consequences

1. Warning. This is to be clear and explicit e.g. explain the 'misbehaviour' and describe desired behaviour.
2. Second Warning - and explain the next action will be Time away in the classroom (Additional warnings can be given at the discretion of the teacher depending upon the severity of misbehaviour.)
3. Time-Out in the classroom and reminding the student to follow instructions e.g. "You need to move to the Time out area and begin work or you will make up the time at lunch time. You need to make that choice". Any further misbehaviours will lead to Step 4.
4. Time Out of the classroom to the office (Deputy Principal or Principal). Children who are sent to the office for repeated offences will be closely monitored and will complete a Restorative Practices Behaviour Reflection sheet which is to be taken home, signed by parents and returned to the Principal. If more than 3 Restorative Practices Behaviour Reflection sheets are completed by a student in a 7 day period, Principal will request a meeting with the child's parents.

PLAYGROUND EXPECTATIONS

Students play is to be safe and within the school boundaries and designated areas. Walk when inside and moving up and down the stairs. Students sit in designated areas when eating outside. Keep the school grounds clean and tidy. Place lunch containers in bins provided.

PLAYGROUND CONSEQUENCES

On the spot reminder of school rules. Temporary separation from the group or play area (on the seat near drink taps) until given permission to return to play. Teacher notifies the class teacher and informs the Principal or Deputy Principal, depending on the severity of the incident. Child sent inside to complete Restorative Practices Behaviour Reflection Sheet with the Principal which is then taken home and signed by parents and returned to Principal. Parents will be contacted if more than 3 incidents in a 7 day period. Detention- Inside supervised time out (loss of yard privileges). Withdrawal of school privileges, in consultation with Principal. Behaviour Support Plan may be designed by teacher and Student Wellbeing Coordinator.

5. Serious Offence. (See Responding to Serious offences below)
Classroom teachers and Specialist teachers must follow this process.

RESPONDING TO SERIOUS OFFENCES

A serious offence is defined as any of the following behaviours which:

- Seriously undermines the ethos of the Catholic School.
- Consistently and deliberately fails to comply with school rules.
- Is offensive, or dangerous to the physical or emotional health of any staff member, adult or any student.
- Consistently and deliberately interferes with the educational opportunities of self and other students.

A serious offence by a student challenges the school to be responsive to the rights, welfare and special needs of the perpetrator and at the same time demonstrate a commitment to the welfare, rights and wellbeing of all of its members.

The process suggested by the Catholic Education Commission of Victoria, for dealing with serious offences in Victorian Catholic schools, is the Discipline and Welfare Conference Group. At St Aloysius

this is referred to as the Student Wellbeing Team providing a forum for collaborative decision making, in the light of civil, diocesan, school and, most importantly, pastoral accountability. The process acknowledges that in some instances, where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend him/her from the student community, pending the deliberations of the Principal. If a child's behaviour is deemed to cause immediate harm to themselves or others the teacher should call for assistance by alerting 2nd yard duty teacher.

Possible Outcomes:

In considering the student and the case at hand, the group has a number of options available to it, including an individual student management plan, contractual arrangements, suspension and negotiated transfer. All are outlined here. The Principal takes responsibility for a final decision.

Behaviour Management Plan:

Generally a Behaviour Management Plan will be the first option. This plan will be monitored closely and re-negotiated with the student and parent where necessary.

Contractual Arrangements:

Contractual Arrangements can be defined as an agreement that is reached between the school, the student and parent(s)/guardian regarding the student's behaviour. If the Student Wellbeing Team considers a contract to be the most appropriate action, the following matters need to be considered and written into the contract:

Expectations regarding the student's behaviour, class and timetable arrangements including any specific scheduling sessions and duration of contract.

- Means by which the student will be monitored during this arrangement and the consequences should the student fail to comply with the conditions outlined in the contract.
- If the Student Wellbeing Team and the Principal considers suspension to be the most appropriate action, the following matters need to be discussed;
- The legal and pastoral responsibilities of the parent(s) during the time of the proposed suspension.
- The school's responsibility for providing learning material
- The subsequent progress of the student on return to school and arrangements for monitoring progress.
- The process of settling back into the school environment, and how this is to be facilitated.
- The school's responsibility for reviewing and evaluating its own policies and procedures in light of the experience.

Negotiated Transfer

Negotiated Transfer can be defined as an action, which involves a change of school for a student either between Catholic schools or to a school within another sector.

If the Student Wellbeing Team and Principal considers Negotiated Transfer to be the most appropriate action, the following matters need to be considered:

- The environment, which would best provide for the student's emotional, social and spiritual needs.
- The school, which would provide an educational program suitable to the student's interest, ability and aspirations.
- The process by which the transfer will be negotiated. It is the parent's responsibility to seek another school.
- The support required by the student and parent(s)/guardian in making the transition.
- The role of the school once the transition has taken place.
- The means by which the process will be evaluated and the decision made and reviewed.

The implementation of any of the above procedures for serious offences should occur only after a school has determined that all measures taken have failed to produce a satisfactory outcome.

BEHAVIOUR MANAGEMENT AND BUILDING POSITIVE RELATIONSHIPS

Our Pastoral Care Policy states that ... discipline practices at St Aloysius school are based on Restorative Practices.

Restorative Practices involve the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic. The underlying principle is that relationships are important, and when a harmful or disruptive incident occurs, the focus is on the harm caused to the relationship and the subsequent repairing of that harm; rather than what rule has been broken and therefore what consequences will be imposed.

Restorative Practices gives the school a unified and consistent approach to the management of children's behaviour. The school also aims to develop responsible self-discipline amongst students. The school believes that the school community is responsible for an effective policy, therefore communication and support between staff, students and parents is essential.

Restorative Practices Strategies include Circle Time, Affective Questioning - "What happened?" "What harm resulted?" "What needs to be done to make things right?", Restorative Circles and Conflict Resolution.

Corporal Punishment is not permitted as a form of punishment at St Aloysius school. Discipline of students is based on principles of procedural fairness. Confidentiality of all parties is respected at all times.

Values and Character Strengths

At St Aloysius we recognise the importance of Values Education for all students. As a Catholic school, we take our values from the Gospel values. As research shows, values provide an anchor for a person's wellbeing. They are an essential part of knowing why we exist and are the foundation of who we are, giving meaning to our life. Our values help us with making choices and fulfilling our goals.

Values

Acceptance	Creativity	Freedom	Justice
Playfulness	Achievement	Culture	Fun
Kindness	Power	Adventure	Curiosity
Gratitude	Leadership	Religion	Ambition
Equality	Growth	Love	Respect
Authenticity	Environment	Health	Loyalty
Security	Beauty	Excitement	Honesty
Nature	Self-Acceptance	Challenge	Fairness
Hope	Non Conformity	Spirituality	Community
Family	Humour	Peace	Teamwork
Compassion	Forgiveness	Independence	Persistence
Tradition	Courage	Trustworthiness	

Character strengths are our tool to help follow our values. Some values are also character strengths, for example Gratitude. The 3 master strengths are Love, Self-regulation and Gratitude.

Creativity	Hope	Curiosity
Humour	Enthusiasm (zest)	Open-mindedness
Honesty	Love of Learning	Bravery
Perspective and Wisdom	Kindness	Social Intelligence
Love	Modesty and Humility	Fairness
Prudence	Persistence	Self-regulation (self control)
Teamwork	Appreciation of Beauty	Forgiveness
Spirituality	Gratitude	Leadership

In our western society there are 7 character strengths that if you don't have, will find it difficult to live in our world. These are Love, Social Intelligence, Hope, Persistence, Vitality, Zest, Self-Regulation and Gratitude.

See Appendix 1 for the list of meanings to 24 Character Strengths.

At St Aloysius, a strengths' based approach supports Restorative Practices and Social Emotional Learning of our students. St Aloysius is compliant with the Child Safety requirements.

Child Safety is an ongoing commitment and our school will continually monitor, review and evaluate our policies and practices to maintain the requirements in regard to awareness, understanding and organisational preventative measures to ensure the safety of the students at St Aloysius School. Our staff are committed to understanding and accepting the associated policies and Code of Conduct which gives clarity and clear direction for Child Safety. Our School Education Board has ratified our policies and Code of Conduct in relation to Child Safety.

For further information in regard to child safety from the Catholic Education Melbourne go to website <http://www.cem.edu.au/publications-policies/Child-Safety/>

For further information in regard to child safety from Victorian Registration and Qualification Authority go [to http://www.vrqa.vic.gov.au/childsafe/Pages/default.html](http://www.vrqa.vic.gov.au/childsafe/Pages/default.html)

We have a child Safety Policy, Code of Conduct, Reporting Obligation Policy and risk Management plan which are available on the school website.

CYBER SAFETY

At St Aloysius we believe cybersafe digital literature and responsible online behaviour is an essential part of students' learning. We encourage student learning to be enriched by strong connections, effective communicating online and offline, collaborating locally and globally: being well equipped to be safe and responsible cybertizens.

We believe this is best learnt in partnership with home, school and the wider community in order for students to be safe and responsible citizens.

At St Aloysius, Internet User Agreements are signed off as a whole class agreement Prep-6 and individually by Year 3-6 students and parents. Staff also have a User Agreement and these agreements ensure staff and students model appropriate online behaviour. These

agreements ensure students will display positive online behaviour and have Gospel Values underpinning them, such as care, respect, dignity and responsible decision making. Therefore, at St Aloysius, we reinforce that cyber-safe and responsible behaviours are expected in the school use of digital technologies.