



BEHAVIOUR MANAGEMENT PROCEDURE

Rationale

In Catholic schools we have to give students 'a solid basis on which to build their lives; to guarantee their safety and their education to be everything they can be'

*Pope Francis
Rio De Janeiro, 2013*

We believe in the dignity of the human being and that the self esteem of the child should have priority. Each member of our school community has rights, and along with those rights comes responsibilities. Ultimately, individuals should develop self-discipline and the skills and strategies to make responsible, healthy and informed choices in a safe environment.

St Joseph's School has developed a whole school approach to positive behaviour support to ensure we have consistency of expectations and practice. Expected behaviours are clearly stated and displayed and it is essential that all members of the school community actively support their implementation.

Principles underpinning this positive behaviour approach promote high expectations for all students in Catholic schools through the understanding that:

- Students are central to all decision making and action
- The safety of all students is a priority
- A culture of learning is prioritised
- Expert teacher practice is critical to student learning success
- Expert teaching practices are evidence-based
- Leadership is committed and provides clear direction
- Schools work in partnership with parents and the wider community

(DOSCEL, 2022)

Statement on Corporal Punishment

"Corporal punishment" is defined as any deliberate action taken with the intention of causing physical pain or discomfort. St Joseph's Wonthaggi prohibits corporal punishment.

Statement on Procedural Fairness and Natural Justice

St Joseph's Wonthaggi acknowledges that all procedures are to be based on the principles of procedural fairness and natural justice.

Procedural fairness:

- decision makers act fairly, independently and provide reasons for decisions; and
- the person affected by a decision is given an opportunity to be heard.

Aim

At St Joseph's Catholic Primary School we aim to develop:

- Qualities of respect and acceptance for self and others
- Resilience
- Skills in the children to enable them to make responsible choices and to accept the consequences of their choices, actions and decisions.

Implementation

The key attributes of a whole school approach to positive behaviors include preventive activities, data-based decision making, and a problem solving orientation. A positive behaviour approach supports teaching and learning environments so that the academic outcomes for students are maximised. This provides a structure and process for school communities and classroom operations so that a positive culture is established. Positive behaviour approaches are cohesive, collective and collaborative.

The approach aids the facilitation of the Personal and Social Capability within the Victorian Curriculum, Child Safe Standards, duty of care and occupational health and safety.

A multi-tiered continuum of intervention is used to explain the identification and support of students with learning and behavior needs. The multi-tiered approach ensures all members of the school population are catered for, according to individual requirements.

Tier 1 Universal- provides for everyone in the school community to gain the necessary skills and support so that they can succeed within their environment. Strategies at this level will provide for 80-90% of students.

Tier 2 Targeted - Intervention is intensified to support the needs of approximately 10-15% of students who require more than Tier 1 supports. Utilising data, interventions particularly targeted to the functions of behaviour are implemented.

Tier 3 Intensive- Intervention is further intensified and specialized in order to support approximately 1-5% of students. Interventions are collaboratively developed, highly individualised and comprehensive. See [De-escalation strategies](#).

Universal approaches involve all students receiving high quality, scientifically based instruction adjusted to meet diverse student capabilities. The key features of a universal approach include active supervision, consequences, effective communication, explicit teaching, physical environment, positive relationships, routines, school wide expectations and students as active contributors.

Staff and students at St Joseph's all contributed to creating our guiding expectations of:


[Be Respectful](#)



[Be a Learner](#) and

[Be Safe](#).

Displays across the school of these three expectations and their elaborations help convey and visually represent the key messages and our beliefs.

The elaborations of our school wide expectations for behaviour are included in the table below:

	In the classroom and school building	Playgrounds and oval areas	Toilet Areas	In the community	Before and after school
Be respectful 	Be positive, kind and helpful Use manners Treat equipment and property with respect Allow others to learn (appropriate volume, hand up if you want to speak, listen to others) Respect the feelings and rights of others Be a good role model Be respectful online	Play fairly: Include others in games Share Take turns Be a good sport Use manners Listen and follow staff instructions	One person per cubicle Allow privacy Flush when finished. Treat equipment and property with respect	Use manners Treat equipment and property with respect Be a good listener Represent your school proudly Wear the correct uniform	Sit at my table Use manners Treat equipment and property with respect

Be a learner 	<p>Follow instructions</p> <p>Join in and cooperate</p> <p>Be persistent and try your best</p> <p>Ask questions and wonderings</p> <p>Be in charge of your learning/stay on task</p> <p>Be considerate of others' learning</p> <p>Practise your skills</p> <p>Strive to achieve goals</p> <p>Ask for help</p>	<p>Listen to the rules</p> <p>Join in and cooperate</p> <p>Help each other</p> <p>Ask for help</p> <p>Line up promptly</p>	<p>Use the toilet at break times</p>	<p>Be a good listener</p> <p>Ask questions and wonderings</p> <p>Join in and cooperate</p> <p>Learn the community rules</p>	<p>Learn to travel safely</p> <p>Learn the bus rules</p>
Be safe 	<p>Keep your hands and feet to yourself</p> <p>Use the equipment properly and safely</p> <p>Wear the school uniform</p> <p>Walk when inside</p> <p>Follow teachers' instructions</p> <p>Stay in school boundaries</p> <p>Be safe and responsible online</p>	<p>Play carefully on the equipment</p> <p>Play inside the school boundaries</p> <p>Care for the environment</p> <p>Play in the right area</p> <p>Wear a school hat</p>	<p>Wash hands</p> <p>Keep the toilets a play free zone</p> <p>Use the correct toilet</p> <p>Let an adult know if you see a problem</p>	<p>Follow instructions</p> <p>Stay with the group</p> <p>Look after community and personal property</p> <p>Be sunsafe</p> <p>Be road safe</p> <p>Be safe and responsible online</p>	<p>Follow instructions</p> <p>Travel safely</p> <p>Use correct entry and exit points</p> <p>Walk bikes when in the playground</p> <p>Be on the look out for your car/bus/parent</p>

St. Joseph's School considers that a positive approach to behaviour is desirable to foster a school climate within which personal responsibility and self-discipline will be developed.

We are committed to the following strategies:

- Ensuring and reinforcing awareness of school wide expectations for behaviour
- Teaching the students how to use formal language and when it is appropriate in the school setting, as opposed to informal language
- Ensuring that classrooms cater to student needs and interests
- Working with parents to ensure appropriate behaviour of students
- Providing adequate playground and classroom supervision
- Enhancing and encouraging parent/teacher contact
- Focusing on good patterns of behaviour to develop a healthy self-esteem
- Encouraging sharing and tolerance amongst all children
- Encouraging friendship and a sense of belonging
- Encouraging responsible and safe play within our playground
- Developing pride in our school.

Corporal Punishment is **not** permitted at St Joseph's Catholic Primary School

Consequences

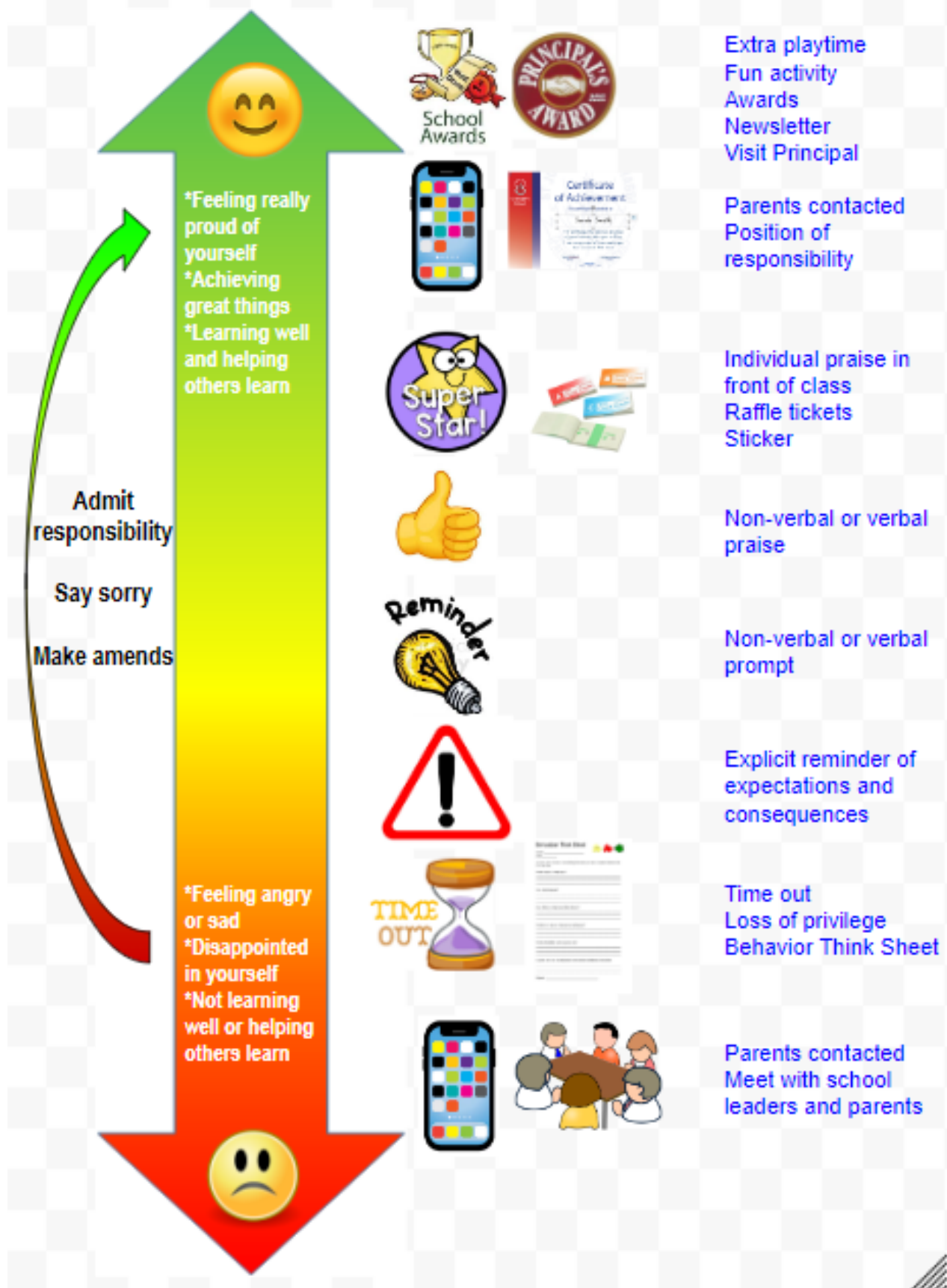
A school wide approach to using consequences makes the school a predictable, consistent, positive environment for students. Consequences are outcomes that occur as a result of actions. Consequences should be logical, meaning that they directly relate to repairing the situation.

Universal consequences have been developed after consultation with staff and students of St Joseph's.

These are represented in a simple diagram which is displayed around the school and a Positive Behaviour Flowchart which elaborates on the Consequences chart, providing details and examples.

Please note: staff do not discuss details of students' consequences with other students or parents.

Consequences



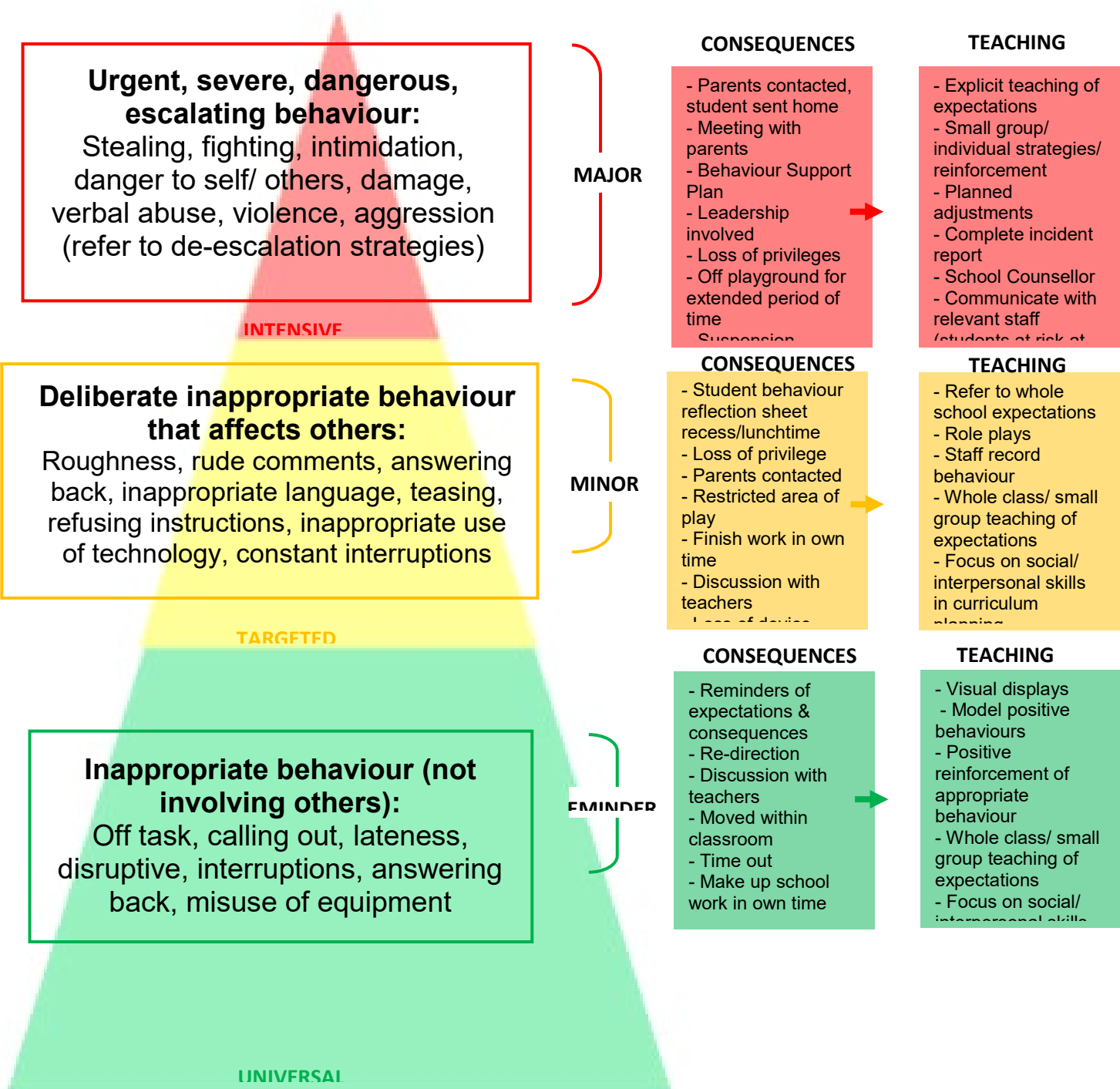
Consequences diagram

Positive Behaviour Flowchart

	STUDENT BEHAVIOUR	RESPONSE
	Be positive, kind and helpful Use manners Listen and follow staff instructions Join in and cooperate Be persistent and try your best Allow others to learn (eg. appropriate volume, hand up if you want to speak, listen to others) Respect the feelings and rights of others Motivated to learn & try your best	House Colour- extra play Visit the Principal/Deputy Principal Parents contacted (gain merit points to go into the draw for a canteen voucher) Assembly Award Photo in newsletter & on Facebook Specialist Awards - Italian, STEAM, PE, PA
	Show resilience, keep trying Show initiative Encourage others Be organised for learning Be in line by the time the music stop Take responsibility for school equipment Wear correct school uniform	Praise & recognition Sticker Raffle tickets Fun activity Extra play
Level 1	Interrupting/ calling out Work avoidance Wandering around Disrespect of equipment Answering back Off task/stopping others learning eg. noise making Put downs and name calling Misuse of technology (eg. not on assigned task, taking photos, touching others devices, changing settings, running with a device, not getting off device when asked to) Lateness Negative body language eg. eye rolling, pulling a face	Redirection/Reset Reminder of expectations and consequences if continues Conversation with teacher Change- seating, partner Think sheet at the next break (Parents notified if 3 Think Sheets a term) Loss of privilege eg. time out, out of the classroom space, stay in at break to complete work, clean up, loss of device Exclusion from class game/activity Restricted areas of play
Level 2	Repeating Level 1 Behaviours Refusal to participate Repeated disruptive behaviours Damaging property eg. vandalism, Misuse of technology (eg. sharing others log in information) Disrespectful communication eg. shouting, rude, swearing, targeting, putdowns, bullying, discrimination Writing abusive comments to others Throwing materials Defiance or noncompliance Physical violence eg. hitting, kicking, punching Stealing Making threats	Sit outside office area next break/off the yard Think sheet at the next break (Parents notified if 3 Think Sheets a term) Restricted areas of play Out of own class Change- seating, partner, class Apology letter Contact parent, schedule meeting with classroom teacher & Learning Adjustment Leaders Loss of privilege eg. technology for 1 week, exclusion from representing the school at sporting event, exclusion from school excursion or camp, Sports Days, incursions, Leadership badge revoked Behavioural Support Plan implemented Sent home
Level 3	Repeating Level 2 behaviours Throwing materials leading to an unsafe environment Hurting or causing injury to others or school property Serious misuse of technology eg. cyber bullying	Suspension from school Parent meeting with school leadership Behavioural Support Plan implemented Reduced hours at school

Positive Behaviour Flowchart

Further elaborations of behavioural consequences are represented below:



The Principal/WSAPB Coordinators and staff of St Joseph's Primary School oversee this school policy and the implementation of the programs.

Related Policies and documents:

[Procedure for Students with Ongoing Behavioural Issues](#)

[Serious Incident Report form](#)

[De-escalation strategies](#)

[Restraint and Seclusion Policy](#)

[Restraint and Seclusion procedure](#)

[Student Welfare and General Safety Policy](#)

[Anti-Bullying and Prevention Policy](#)

[Suspension, Expulsion and Negotiated Transfer Policy and Procedures](#)

[Duty of Care policy](#)

[On and Off site supervision policies](#)

[Off site supervision procedure](#)

[Onsite supervision procedures](#)

Evaluation

This policy is evaluated on an ongoing basis by staff members and the Leadership Team.