



BEHAVIOUR POLICY

At St Bernadette's Catholic Primary School (SBCPS) our Behaviour Policy supports the *National Safe Schools Framework*, promoting and providing a supportive learning environment in which all students can expect to feel safe and be safe.

SBCPS believes that optimal learning occurs when behaviours allow for a safe learning environment for all:

- Students, families and school acknowledge that education is a collaborative partnership with high attendance and appropriate behaviour.
- The student feels safe, valued and supported in an orderly environment, through a whole school approach with established parameters.
- Students are held accountable for their behaviours, actions and inactions through metacognitive processes.
- All parties involved in the education process are committed to continuous improvement and set high expectations for each other and themselves in and out of the classroom.
- Students perceive themselves as motivated learners that are able to take risks, solve problems, accept challenges and accept reward in an intrinsic form.
- Students are engaged in purposeful, meaningful, learning experiences with behaviours that reflect the spirit of Jesus.

The SBCPS Behaviour Policy includes the Nine Elements of the National Safe Schools Framework. The following link takes you to the National Safe schools Framework where the key characteristics of the Nine Elements are outlined:

<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Documents/NSSFramework.pdf>

RATIONALE

At SBCPS, we aim to create an atmosphere which protects the rights of each individual and group within our community. Fairness and responsibility for one's actions is encouraged through the development of self-discipline and self-management.

Behaviour management in a Catholic school is a natural extension of the evangelical ministry of the church. It is the responsibility of all, requires cooperation and permeates every aspect of school life; it is based on Catholic values and affirms the dignity and worth of each person.

This policy aims to develop a comprehensive, whole-school response to behaviour management to ensure all children, parents and staff feel respected, safe and valued. This policy is promoted through formal and informal curriculum, teaching and learning, organisation, ethos and school-home community links.

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Principles

- i) In order to promote awareness and consistency SBCPS will be following the principles of the whole school program 1,2,3, Magic. It is important that all teachers make time to teach school expectations and likely consequences, to their students in the first two weeks of term one and revise in the first week of terms two, three and four. Throughout each term a teacher may need to revise the rules to target specific behaviours. Relief staff also need to be made aware of the rules when working in the school, a copy of the rules and consequences will be left with the daily work pad.
- ii) Copies of the behaviour consequences will be posted in all areas of the school, for example, classrooms, canteen, library to support staff and student understanding of the processes.
- iii) Whilst it is important that the rules are consistent throughout the school on occasion an individual student may need to be managed in accordance with their individual needs, which may differ from the whole school approach, in which case an individual behaviour plan will be implemented by a teacher in collaboration with the school leadership and parents.
- iv) It is important to note that these rules apply to every member of the school community. It is through the correct modelling of our school rules by staff and parents alike, that the children will learn best.

School Expectations

Learners	Respect	Safety
For example: 1. I will try my best in all areas of my schoolwork. 2. I will value and acknowledge everyone's contribution and opinion. 3. I will ask questions to help me understand. 4. I will persevere when tasks are difficult. 5. I will take appropriate risks and challenge myself in all areas of school.	For example: 1. I will act in a kind, caring way. 2. I will care for my own and others' property. 3. I will take care of my school environment. 4. I will speak truthfully about others. 5. I will wear my correct uniform at all times.	For example: 1. I will listen actively to staff in and out of the classroom. 2. I will keep my hands and feet to myself in and out of the classroom. 3. I will not use physical, verbal, cyber or emotional bullying towards others. 4. I will ask for permission from staff to leave the classroom or designated areas. 5. I will follow the school rules at all times.

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ST BERNADETTE'S SCHOOL BEHAVIOUR NORMS

The behaviour norms are those behaviours that we expect all students at SBCPS to demonstrate in and out of the classroom so that staff are able to maximise the learning opportunities for all students in their classroom. Staff will follow the principles of 1, 2, 3 Magic ... in their classrooms.

INSIDE THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Positive Reinforcement

All teachers strive to create a positive, rewarding and enriching learning environment. Each teacher will use strategies identified from the low variance behaviours list below to create a consistent approach across the school towards the behaviour management of students;

- Pop sticks in a cup (or similar)
- Visual timetable for the day
- Behaviour warning recording charts displayed in the classroom
- Strategic seating plan
- House point rewards
- Consistent transitions
- Brain breaks
- Calm down area
- Consistent boundaries
- Provide two choices only – this OR this

Consequences

i) Action Steps- Years PP-6 (For misbehaviours occurring in 1 day)

1st occasion - "That's 1" verbal warning

2nd occasion - "That's 2" second verbal warning and teacher records the student's behaviour **privately** in the class. Teacher to speak quietly to student about their behaviour and remind them of the rules.

3rd occasion – "That's 3" third verbal warning and the child moves to 'Thinking Area' for up to five minutes. Parents will be informed by the teacher at end of day via an email or phone call.

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4th occasion – child sent to Assistant Principal for up to 15 mins **or** until they have de-escalated then returned to class.

5th occasion – child returns to an Assistant Principal’s office and the AP will ring the parent to arrange a meeting between the parent, teacher and the child.

A child will be sent immediately to the office if they hurt someone or themselves, threaten another person or threaten to harm themselves or dangerously throw objects around the classroom.

The Principal and/or the Assistant Principal at their discretion may not permit the child to return to the class that day and will contact the parent to inform them of the behaviour and the reasons for the withdrawal.

	BEHAVIOUR	PROACTIVE RESPONSE	REACTIVE RESPONSE
RE D	<ul style="list-style-type: none"> • Physical violence towards staff, student or self • Swearing at staff • Spitting at staff/student • Defiance of school staff • Vandalism/damaging school property or others • Screaming/yelling at staff • Running away from school grounds • Threatening staff/student 	<ul style="list-style-type: none"> • Restorative meeting with Principal/Teacher/Student/Parent • Behaviour Plan • Individual Behaviour Contract – goal setting • Referral to School Psychologist • Modified timetable • Check-in meeting with Principal • Referral to an outside agency e.g. GP, counselling service 	<ul style="list-style-type: none"> • “That’s 3” (1, 2, 3 Magic) • Suspension off site • Suspension on site • Withdrawal from class – extended period of time e.g. remainder of day • Withdrawal from recess and lunch – extended period of time e.g. three days • Non-attendance of an off-site activity • Leadership to contact family
A M B E R	<p>Persistently demonstrating the following:</p> <ul style="list-style-type: none"> • Leaving designated area (classroom/office etc) without permission • Inappropriate moving around classroom/school • Inappropriate calling out • Play fighting/name calling • Rude hand gestures • Touching other people/invading personal space • Not following staff instructions • Swearing 	<ul style="list-style-type: none"> • Complete reflection activity around the behaviour • Read social story • Child phones parent to advise of their inappropriate behaviour • Goal setting • Behaviour plan • Meeting with parent to discuss behaviour • Calm down area • Behaviour contract • Written apology (student initiated) • Community Service 	<ul style="list-style-type: none"> • “That’s 2”, “That’s 3” (1, 2, 3 Magic) • Withdrawal from class – short period e.g. fifteen minutes • Withdrawal from recess and lunch – short period e.g. one break session • Withdrawal from a given activity • Litter duty • Uniform slip • Community service • Calm down area

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	<ul style="list-style-type: none"> • Not being prepared for task/day – including not bringing equipment • Slow to start work • Distracting others/dobbing on others • Giving up – before or during a task • Interrupting staff/student or answering back • Not acknowledging others (please/thank you/barging through people) • Lying to staff/others • Vandalism of own property • Incorrect uniform 		<ul style="list-style-type: none"> • Classroom teacher to contact family – email, phone call, in person
Y E L LO W	<ul style="list-style-type: none"> • Not use hands and feet appropriately • Not displaying a growth mindset or attempting to problem solve before seeking assistance • Not being a WESTIE • Play fighting/name calling • Not following staff instructions • Swearing (including blasphemy) • Not being prepared for task/day – including not bringing equipment • Dobbing on others • Not acknowledging others (please/thank you/barging through people) • Answering back to staff • Lying to staff/others • Vandalism of own property/swinging on chair • Littering • Incorrect uniform • Interruptive behaviours in the classroom 	<ul style="list-style-type: none"> • Proximity • Re-direct • Non-verbal signal/cue • Provide choice – this OR this • Re-teach desired behaviour • Keeping Safe activity • Encourage the desired behaviour 	<ul style="list-style-type: none"> • “That’s One” (1, 2, 3 Magic) • Sitting out the rest of an activity/game • Classroom teacher to contact family – email, phone call, in person • Classroom teacher to contact parent
	<ul style="list-style-type: none"> • Use their manners • Helpful to other students and staff • Begins work immediately • Takes care of their own property • Takes care of school property • Is a WESTIE • Honest • Takes responsibility for own actions and inactions 	<ul style="list-style-type: none"> • Praise for the desired behaviour – minimal words • House points • Free time activity • Appropriate fidget tool • Reward • Classroom teacher to contact family for positives – email, phone call, in person 	

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<p>G RE EN</p>	<ul style="list-style-type: none"> • Follows instructions • Kind to other students, staff and self • Uses appropriate language • Uses school equipment appropriately • Organised in the classroom and out of the classroom • Wears correct uniform • Reports inappropriate behaviour of others appropriately to staff • Asks questions appropriately – hand up, doesn't interrupt • Appropriately interacts with others and at appropriate times 	<ul style="list-style-type: none"> • Randomising strategies – pop sticks in a cup, raffle ticket, • Visual timetable • Merit certificate • Seating plan • Consistent transitions • Brain breaks • Consistent boundaries • Provide choice • Classroom routine • Model forgiveness/apologies/gratefulness • Use student name • Private dialogue • Scripted responses – same message to all student 	
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OUTSIDE OF THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Procedures for staff to follow when students break a school rule outside the classroom will follow the 1,2,3, Magic principles:

- i) **First occasion:** Staff will say "That's one"
 - ii) **Second occasion during the same duty:** Staff will say "That's two"
 - iii) **Third occasion during the same duty:** Staff will say "That's three take 5 with me"
- **Consequences for Major Misbehaviours**
- i) Child will be taken immediately to the Front Office with the duty teacher where the situation will be managed by an Assistant Principal.

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School Suspension

SBCPSs policy on *School Suspension* is guided by the policy of the Catholic Education Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with key staff prior to invoking a suspension. A meeting with the parents, student and the Principal will be held prior to the student returning to class to reinforce the school's position on inappropriate behaviour.

Exclusion

Exclusion means total withdrawal of a student's right to attend a particular school. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. The Principal will refer to the CECWA Policy Statement *Exclusion for Students for Disciplinary Reasons 2-C7* in the Handbook for Catholic Schools, if exclusion is being considered.

At St Bernadette's the use of any form of *child abuse*, *corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

- (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
- (b) the child has less power than another person involved in the behaviour; or
- (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

3. Emotional abuse includes:

- (a) psychological abuse; and
- (b) being exposed to an act of family and domestic violence.

4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:

- (a) adequate care for the child; or
- (b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].