

# ST JOHN PAUL II CATHOLIC PRIMARY SCHOOL



## STUDENT BEHAVIOUR MANAGEMENT GUIDELINES

SOURCES OF AUTHORITY	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

### 1. Purpose

The Executive Directive – Student Safety, Wellbeing and Behaviour guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development.

### 2. Scope

The Executive Directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

### 3. Definitions

The Executive Directive defines expectations on school staff encouraging student behaviour that maximises individual student learning with the common good. Exclusion is always an act of last resort.

### 4. Principles

As a *Catholic* school St John Paul II Catholic Primary School aims to promote Christ like behaviour in all members of its community through:

- Creating a positive, safe learning environment within the whole school so that all members interact **in harmony**.
- Fostering self-discipline and outlining clear responsibilities to be followed by all staff and students.
- Ensuring staff are aware of individual, as well as, whole school behaviour management plans.
- Providing a supportive environment in which we *care about each other and help each other learn*.
- Actively implementing Kagan cooperative learning practices in the classroom.
- Informing parents of student behaviour both positive and negative.

St John Paul II Catholic Primary School:

- Recognises all members of the community as role models and change agents who have a broader influence in promoting and teaching safe, productive, and healthy behaviours and respectful relationships.
- Recognises each child and young person's agency, and the right to be heard and to have a voice in all decisions affecting them.
- Will act to protect children from all forms of abuse and neglect. The safety and wellbeing of students must be the paramount consideration in all decision making; this must take precedence over all other factors.

- St John Paul II Catholic Primary School students may require individual support or intervention due to risk, safety or health.
- Any form of child abuse, corporal punishment or other degrading punishment is forbidden at St John Paul II Catholic Primary School.

## **5. Guidelines**

These Behaviour Management Guidelines are accepted responses for handling specific behaviour. They can be formal (a standard approach) or informal. They provide a range of techniques that the St John Paul II Catholic Primary School staff member can utilise so as to encourage positive behaviour or prevent inappropriate behaviour from continuing or escalating.

These procedures are based upon the St John Paul II Catholic Primary School Code of Conduct and Student Code of Conduct.

### Informal school and classroom procedures

Teachers will select an appropriate response according to the particular situation.

### Formal classroom and school wide procedures

Positive behaviour will be acknowledged through

- verbal praise or acknowledgement.
- class incentives and rewards
- fortnightly Merit certificates (name published in 'The Grove')
- assemblies
- visit Principal / leadership team

### Inappropriate Behaviours

- If a student chooses to misbehave they are given one explicit warning.
- If a student chooses to continue with their inappropriate behaviour the teacher issues a minor consequence related to the behaviour.
- If a student chooses to disregard this warning and consequence, they are issued with a second, more severe consequence.
- In the event that the student continues to show disregard for warnings and consequences they may be removed from the classroom /activity to another classroom. This is recorded on the school database (SEQTA) and is immediately accessible to all staff. Parents will be informed of the behaviour.
- If appropriate the student may be referred to the school social worker to discuss their behaviour.
- If the behaviour continues then the School Leadership Team and the parents will need to be involved. On some occasions this may result in in-school suspension. (See 'Internal Suspensions' below).
- If inappropriate behaviour was to occur on a school excursion, then the School Leadership Team and parents will be informed on return to school.
- If a situation arises where a child's inappropriate behaviour escalates quickly or the first inappropriate response is one of violence, crude and/or offensive language, or the complete disregard of a staff member's instruction that may impact on the safety of the student or others then the immediate response would be to contact members of the School Leadership Team and the parents.
- If a child was to **continually** make inappropriate responses e.g. on-going bullying, use of

inappropriate language without any effort made to curb these responses, then members of the School Leadership Team and parents are to be contacted at the **first instance** that the behaviour is observed each day.

- Students who walk out of a room without the teacher being appropriately informed will lead to the School Leadership Team being immediately contacted, and the parents informed. (There will be cases where some students will have specific procedures, responses and consequences to be used in these situations. These are written into IEPs or IBMPs).
- The buddy class or office may be seen as a reward for some students - in such instances the staff member, School Leadership Team and parents may need to find an alternative consequence. (It is important, firstly, to ensure that those in the learning environment are not distracted).
- For unusual situations or those not clearly identified in these procedures, discourse with appropriate stake holders will be undertaken to reach a consensus on appropriate ways to deal with the misbehaviour.

### Internal Suspension

There may be instances where the standard process for dealing with inappropriate behaviour will not be used, e.g.:

- Threatening behaviour toward other students or staff
- Verbal abuse such as swearing aggressively
- Physical violence toward another student / staff member
- Ongoing defiance of a staff member's instruction after provision of a period of de-escalation

At the Principal's discretion and in consideration of the child's age and level of awareness, behaviours like those mentioned here may result in an internal suspension.

### Extension Suspension

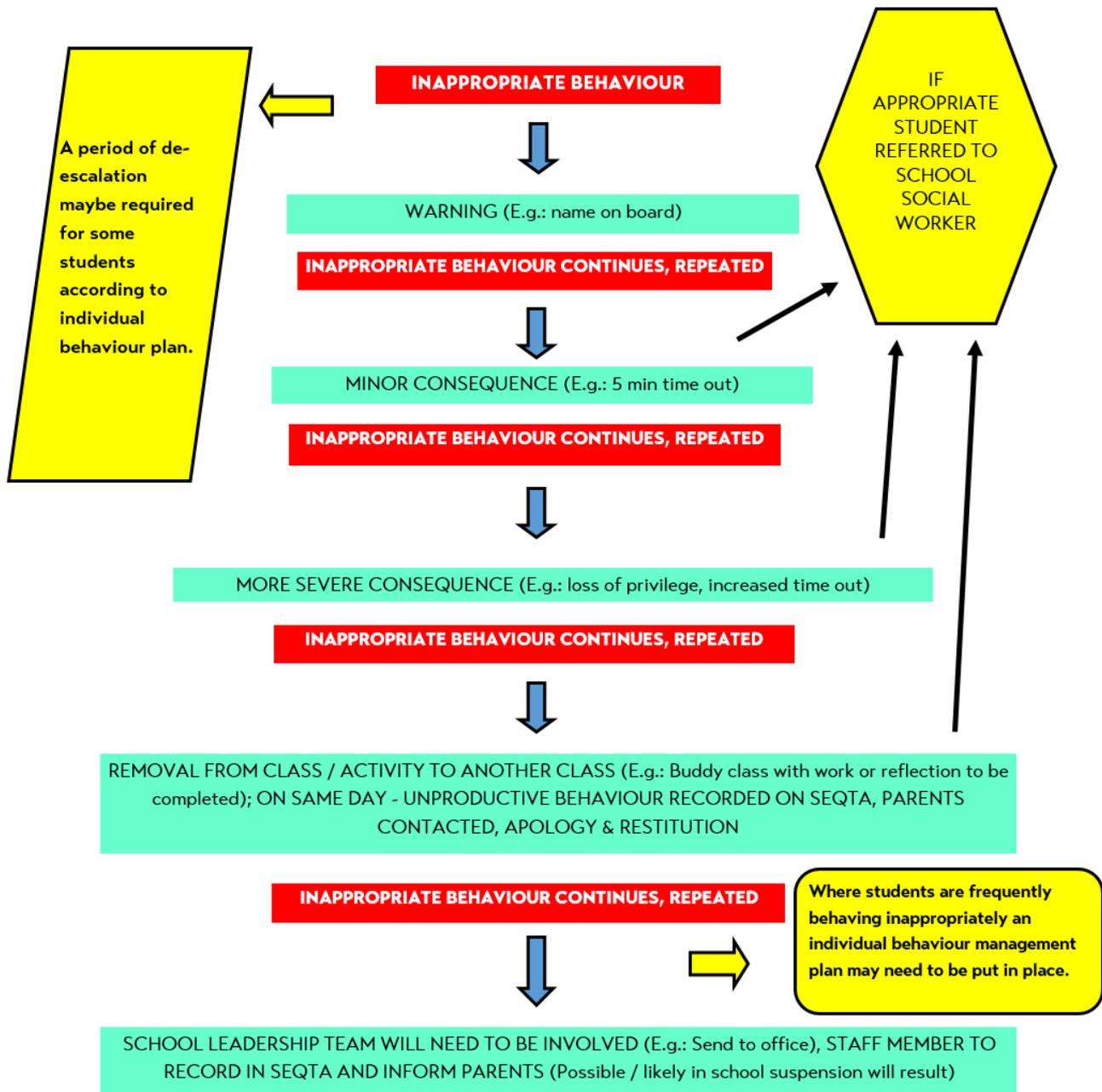
At the Principal's discretion, and in consideration of the child's age and level of awareness, if there is repeated inappropriate behaviour after a short period following an internal suspension an external suspension may need to be issued (to a maximum of ten days).

After an external suspension and before the student returns to school the individual behaviour management plan for the student concerned will be reviewed.

Prior to the student returning to school, parents need to meet with the Principal to discuss and reiterate expectations and make clear any amendments made to the student's individual behaviour management plan. An internal suspension may follow an external suspension to allow a period of transition and to ensure the student is aware of expectations and ready to re-enter a classroom learning environment.

### Expectation for parents to be available to be contacted

It is an expectation that parent contact details are provided to the school along with an emergency contact.



Authorised by:	Chris Lamb	Signature:	
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