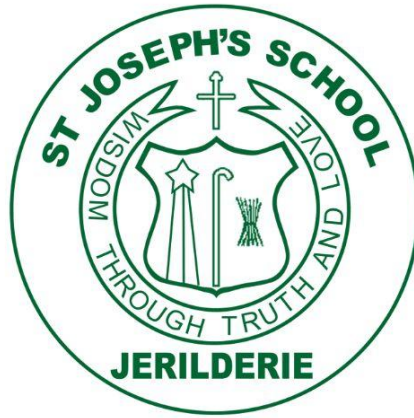


St Joseph's Jerilderie

Wisdom through truth and love



**Student Wellbeing and
Behaviour Management
Procedures**

St Joseph's Primary School



Vision & Mission

Vision

St Joseph's is a community of faith underpinned by Gospel Values which promote Learning for Life, Learning from Life, Learning as Life.

Mission

To achieve this vision the St Joseph's Primary School Community commits itself to:

- Create a Christian community which develops the knowledge, understanding and practice of our Catholic faith tradition.
- Provide a happy and safe environment where all members treat each other with respect, tolerance and dignity.
- Empower students in developing their potential as life-long learners with inquiring minds and a desire for knowledge.
- Promote an appreciation of God's creation and our role within the wider community.
- Value and support the role of parents as primary educators of their children and encourage their involvement in the life of the school.

Religious Dimension

St Joseph's Catholic Primary School is a centre of the 'New Evangelisation called to proclaim and give witness to Jesus Christ. We recognise that every child is unique, made in the image of God and entitled to respect and dignity and to feel valued and supported to the fullness of life.

All subjects are taught under an overarching Christian vision of life. Our Catholicity permeates teaching and learning across all key learning areas without diminishing the integrity of each subject. Inspired by this vision students are;

- Encouraged to develop critical thinking to evaluate the world's structures in light of the gospel.
- Supported to live and work creatively in a Christian community of life-long learners.
- Guided to become more knowledgeable about their role as Stewards of Creation.
- Provided with diverse opportunities to develop intellectually, spiritually, emotionally and physically through an evolving commitment to the teachings and mission of Jesus in promoting 'life in abundance for all.

Student Wellbeing/Discipline (Pastoral Care) Policy & Procedure

St Joseph's Primary School believes that every member of the school community maintains the right to a safe and secure environment and in turn, the responsibility to create and maintain a safe and secure environment.

To achieve this the staff and students maintain a Rights and Responsibilities protocol in the areas of personal, educational and environmental.

It is the responsibility of all members of the community to actively work towards achieving an environment where all are cared for and respected. It is crucial that all participants involve themselves in this process with commitment and confidentiality to ensure the safety of all.

Discipline Procedure

St Joseph's Primary School believes that every child maintains the right to learn and play in a safe and happy school environment. The school adopts a school wide Behaviour Management Program based on Positive Behaviours for Learning. A key to this program is the five baseline values which should be seen each and every day: These five values are in place at St Joseph's, for all members of our community, in order to promote positive behaviour and include:



At St Joseph's we believe that every member of our school community:

- Has the right to a safe and secure environment.
- Has the responsibility to create and maintain a safe and secure environment.

Positive Behaviour for Learning Policy at St Joseph's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, respect and consideration for the feelings, rights and property of others. It also aims to maximise opportunities for learning and teaching.

At St Joseph's we aim to promote the religious, academic, physical and personal development of each student. We believe behaviour management plays an important part in the shaping of a child and that successful behaviour management needs to be supported by the school, parents and children.

We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum;
- The provision of opportunities to negotiate learning tasks;
- Encouraging students to make positive choices about how to satisfy their needs;
- High expectations for students and their learning;
- Empathy for students' out-of-school lives;
- Acknowledgement, reinforcement and feedback for appropriate behaviour;
- Setting expectations across the different school contexts and
- The provision of time out for students so that teachers can get on with teaching.

Affirming Positive Behaviour

Affirmation of positive behaviour supports motivation in each student to achieve their ultimate potential in all aspects of their school life.

Using the elements of a fair process, positive relationships are modelled and developed.

Recognition of this affirmation can occur in a number of ways such as:

- verbal and written affirmation
- Tokens and PBL awards
- Whole class rewards
- visiting other classes/teachers to share their work
- recognition through a presentation at assembly
- consultation with parents in informal discussions and parent/teacher interviews
- recognition by Principal
- end of year school awards at Presentation Night

At the commencement of the school year the teachers work with their class to ensure that the Positive Behaviours for learning are immersed into their daily routine. This is done through the exploration of what these **look like and don't look like** in all spaces of the school eg: class, playground, canteen, kitchen garden, library, etc. This can be done in a number of ways and at a whole school, classroom and individual level.

Whole School

- Posters are on display in all classrooms, around the school and particularly in high traffic areas.
- Each week the school will focus on a particular area. This is introduced and discussed at the Monday student assembly.
- Opportunities were taken to promote them through our weekly **Looking Ahead** newsletter
- They are introduced and shared with parents at our beginning of year information evening. During this, the process of managing behaviours is also reinforced with our parent body.
- All staff reinforce the expected process for managing behaviours.

Classroom

- It is important that all staff are models of positive behaviour for learning in their interactions with students, parents and fellow staff.
- Teachers and all staff are to utilise positive behaviour for learning in their interactions with students. This is achieved by linking them to formal and informal interactions.
- It is also important to identify and reflect on positive examples.
- It is up to the teacher how else they may like to implement the behaviours into their classroom? Eg: students develop a checklist of what they look like in the room? Weekly lesson during religion time? Display of positive interactions by students aligned to the school values?

All staff will follow the steps for managing inappropriate behaviour.

Managing Inappropriate Behaviour

Inappropriate behaviour is managed through the 4 R's (Remind, Reteach, Redirect, Remove). Classroom teachers are an integral part of this Policy and regularly refer to the expectations and explicitly teach and role play them.

Step 1 - Remind

- A verbal reminder is given to students who are not following school values.

Step 2 - Reteach

- If a behaviour is continued the teacher reteaches the appropriate behaviour.

Step 3 - Redirect

- Students are redirected to another area of the classroom or learning environment. This might involve changing desks, moving spaces on the floor, moving to a desk.
- The teacher completes a minor behaviour COMPASS entry at the earliest convenience (this is to keep a record of students' behaviour). The teacher also talks with the student about the expected behaviour using restorative justice questions.

Step 3 - Remove

- Students are removed from the classroom environment. This may be in the form of a brain break with a Teacher's Aide. For more serious incidents, the Principal or a member of the leadership team is called to assist. This time is used as a circuit breaker and allows students to re-regulate and rejoin the classroom when appropriate.
- The teacher completes a major behaviour COMPASS entry at the earliest convenience (this is to keep a record of students' behaviour).
- The student spends ten minutes at lunch time completing a reflection sheet. This session is completed with a teacher not involved in the incident or behaviour. The teacher will coach the student through the restorative conversation process. The reflections sheet will be sent home for parents to sign.
- A copy of the reflection sheet will be added to the COMPASS behaviour entry.

Step 4

- In cases of continuous inappropriate behaviour or serious misbehaviour, teachers should refer the student straight to the principal/senior teacher in charge.
- The principal/senior teacher will meet with the student and the student will complete a reflection sheet.
- Parents will be contacted by the Principal to discuss ways of assisting the student. This is to be done in consultation with the student's teacher.
- Should a student partake in a deliberate or dangerous behaviour and/ or not be able to re-regulate using the strategies in Step 1-3, then a parent/carer may be called to remove the student from school property. Should this occur, a re-entry meeting with the student, their carer and a member of the school leadership team will be arranged before re-entry into the classroom is permitted.
- All Step Four documentation is to be recorded through COMPASS CHRONICLES.
- If the inappropriate behaviour continues the student is placed on Step 5.

Step 5

- Should seriously unacceptable behaviour continue, a student is placed on weekly reporting to the Principal/Senior teacher for a four-week period.
- As part of this process, parents meet with the Principal/ teacher and student. Documentation is to be recorded through COMPASS CHRONICLES.
- The student in consultation with the Principal and class teacher sets goals for the week. These are documented on an 'Improvement plan'.
- On a designated day each week, the student reports to the Principal/Senior teacher to discuss progress and to evaluate the attainment of set goals.
- The student's teacher/s prepares a weekly report, in consultation with other staff as necessary.
- The student evaluates his/her progress against the set goals.
- A copy of the report and a summary from the Principal are sent home weekly for the parents to comment on and sign and return to the school.
- It may be necessary to consider consulting outside agencies for advice/support for the student.
- While a student is on Step Five of the Behaviour Management Plan he/she will not be permitted to represent the school or attend extracurricular activities
- If no improvement is evident at the end of the four week period the student moves to step six.

Step 6

- Should student behaviour fail to improve or deteriorate further, the student is placed on daily reporting to the Principal for a one-week period.
- Parents are informed by phone or letter of a student's move to Step 6 and the seriousness of the matter. Documentation is to be recorded through COMPASS CHRONICLES.
- The class teacher writes a daily report on the student in consultation with other staff members if necessary.
- A copy of the report is sent home daily to the parents to comment on and sign.
- The student meets with the Principal at a designated time each day to discuss progress and possible strategies for improvement.
- A meeting with the parents is held weekly.
- If there is no improvement at the end of one week and serious misbehaviour continues the Principal may consider it necessary to suspend the student. The type and location of suspension will be determined by the Principal.

The Principal will discuss:

1. The legal pastoral responsibilities of the parents during the time of the suspension.
2. School responsibility for providing learning materials.

**In the case of severe verbal abuse or grave misbehaviour which puts the safety of others at risk or another's property, it may be necessary to suspend the student immediately or accelerate a student to an action step that is most appropriate to deal with the misconduct.*

Managing Serious Offences

Managing Serious Offences is to be read in conjunction with the Anti-Bullying Policy and the Pastoral Care Policy.

A serious offence is defined in terms of activities or behaviour which seriously:

1. Undermines the ethos of the Catholic School.
2. Affects the right of teachers and/or students to participate in teaching and/or learning processes.
3. Endangers the physical and/or emotional welfare of the students and/or teachers.
4. Interferes with the daily running of the school.

Procedure for managing serious offence:

- Classroom teachers should notify the Principal immediately if they become concerned about a child's behaviour.
- Consultation from appropriate agencies is to be sought to identify any behaviour needs and underlying factors for the behaviour as soon as practical.
- At the earliest time, convenient counselling should be arranged for 'at risk' students.
- Support group to be established to enable all parties affected to meet and work together to prevent the possibility of the situation escalating. A support group consists of the Principal, parents, classroom teacher, support personnel and as appropriate the child. Details of meetings are to be documented.
- The Director of Schools is to be notified as soon as the school realises that it has a potentially serious problem. He/she coordinates the provision of the Diocesan support agencies.
- Prior to the suspension of a student, the Principal must obtain the permission of the Director of Schools. The conditions of re-admittance are to be made clear to the parent and child at the time of the suspension. A student may not be suspended for any more than three consecutive school days.
- Should all processes fail or the degree of the offence is so critical, it may be necessary for a student to be expelled. Should this circumstance eventuate the rights of all individuals must be respected. Accurate documentation must be maintained.
- Prior to the expulsion of a student, the Principal is obliged to follow the CEDWW suspension, transfer and exclusion policy [here](#).
- **Please note that the use of corporal punishment is prohibited at St Joseph's Jerilderie. We do not condone parent/carer use of corporal punishment in the home environment for any reason. We actively discourage this as an option for parents to use as follow up to school-related incidents. As mandatory reporters, it is our obligation to follow up on any suspected incidents.**

This policy is to be read and implemented in association with the following school and CEDWW policies:

- [Student Wellbeing and Pastoral Care Policy](#)
- [Behaviour Management and Student Discipline Policy](#)
- [Anti-Bullying Policy](#)
- [Suspension, Transfer and Exclusion Policy](#)
- [Critical Incident Policy](#)
- [Child Protection Policy: Responding to Complaints and Allegations](#)

Suspension, Transfer & Exclusion Procedures

At St Joseph's we follow the CEDWW procedure for Suspension, Transfer and Exclusion Policy and Procedures. Please see the Policy [here](#).

Complaints Handling

At St Joseph's we are committed to providing a safe and supportive working and learning environment for all employees and students. We acknowledge that employees, students and parents can sometimes feel aggrieved about something that is happening which appears to be discriminatory, constitutes harassment or causes concern. An employee, student, parent or community member can have a complaint or suggestion about any decision, behaviour, policy, act or omission that they feel is discriminatory or unreasonable. Sometimes the aggrieved person can address the issue by raising the complaint directly with the person involved with the issue. However that is not always possible, and sometimes several attempts at local or face-to-face resolution may have been attempted or may have taken place with little success. Whilst most issues can be resolved through direct discussion with the parties, there may be instances in which to take up the issue with the other person on a face-to-face basis is not possible. There is a Complaints Handling link available on our website.

St Joseph's follows the Policy and procedures for complaint handling from the CEDWW:

- [CEDWW Complaints Handling Policy](#)
- [CEDWW Complaints Handling Procedure](#)

Procedural Fairness

Procedural fairness is a basic right of all individuals dealing with authorities.

Procedural

fairness is generally recognized as having two essential elements:

The right to be heard which includes:

- the right to know why the action is happening
- the right to know the way in which the issues will be determined
- the right to know the allegations in the matter and any other information which will be taken into account
- the right of the person against whom the allegations have been made to
- respond to the allegations.

The right of a person to an unbiased decision includes:

- the right to impartiality in the investigation and decision making phases
- the right to an absence of bias by the decision maker.

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