



Rationale:

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Relevant Vision Statements:

- In fostering open and supportive partnerships with families as the primary educators of their children.
- In building sustainable relationships based upon mutual respect, trust, justice, equality, compassion, hope and care for the environment.

Aims:

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

Implementation:

- Our school has developed a Three Level Behaviour Management Plan, through a process of school community consultation. This Behaviour Management Plan outlines agreed behavioural development and management strategies.
- Our Behaviour Management Plan will place significant emphasis on the development and recognition of positive behaviours.
- Student individual academic reports will include details regarding student behavioural achievement.
- Our school is a Positive Behaviour Intervention Support (PBIS) school and our 4 overarching school rules are: Care for Self, Care for Others, Care for our Learning and Care for the Environment.
- Behaviour matrices will be developed in consultation with teachers and students for areas of play and learning.
- Positive student behavioural achievement will appropriately recognised with MacKillop Merit awards.
- An up-to-date record of student behaviour will be maintained on our data base SIMON.
- All staff will undertake professional development on student behaviour and discipline management through the CES Wellbeing Team.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.

- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focusing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension.
- St Mary's School does not support corporal punishment.
- Students who reach Level 3 will be required to meet with their parent, the principal and their teacher. They will then work at home for the rest of that day. The following day the student will work at school under the supervision of the principal during class and break time. They will then return to normal class schedule.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.
- The time table assists students to avoid conflict during first and second break. First Break and Second break are 45 minutes in length with 10 minutes quiet sitting to eat their food and the final 5 minutes to access toilet and get a drink.

Evaluation:

This policy will be reviewed annually as part of the school's three-year review cycle.

Appendices attached:

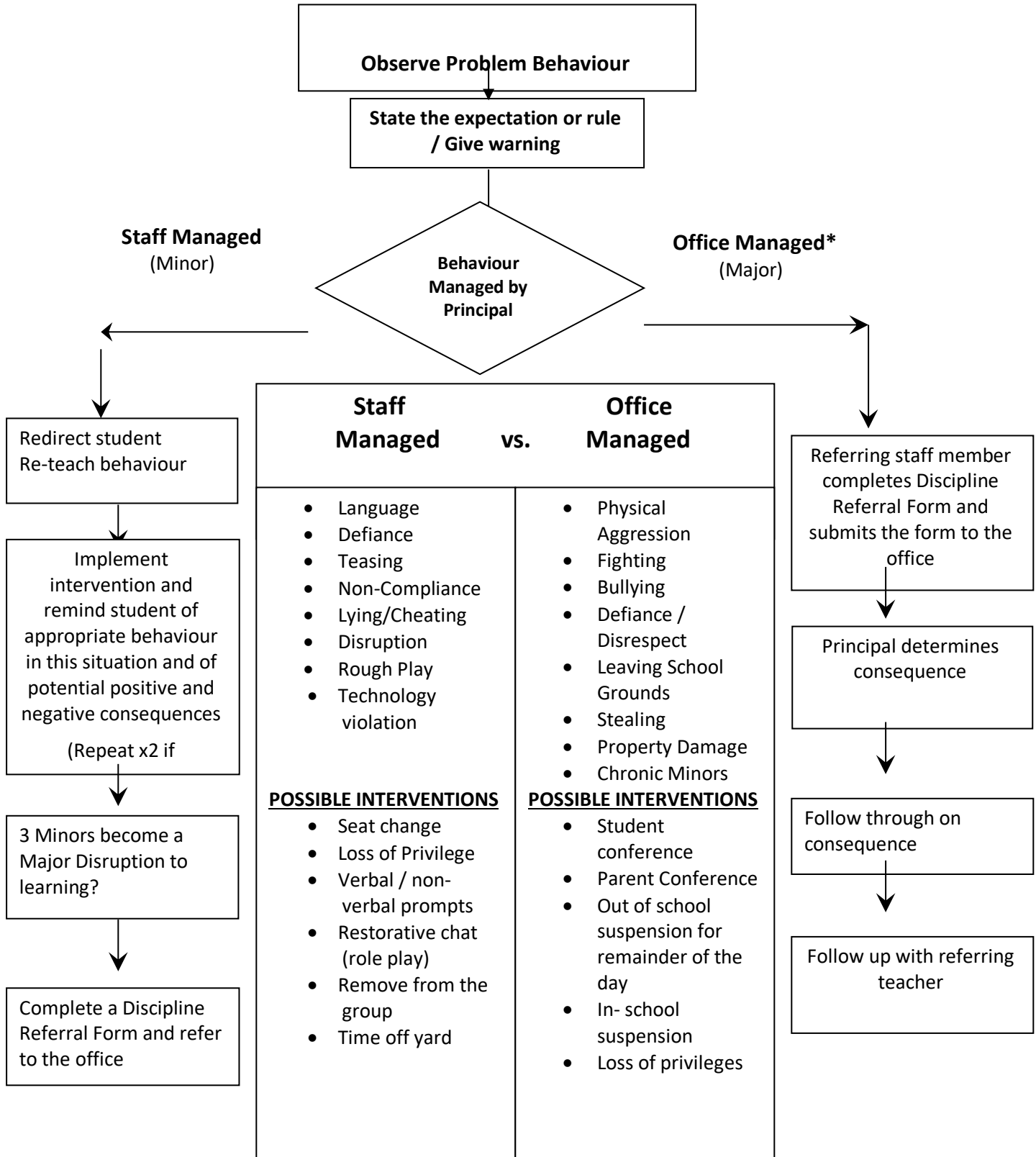
- Agreed minor and major behaviours
- Student Behaviour Management Process
- Major Discipline Referral Process

Appendix 1:

**St Mary's Rushworth
Minor and Major Behaviours**

Minor	Major
Inappropriate Language: disruptive language not suitable for school	Abusive/Inappropriate Language: Use of obscene language intentionally directed at someone.
Physical aggression; activities that could be harmful to oneself or others	Physical Aggression: Intentional use of force against another including inappropriate contact and throwing of objects for the purpose of causing harm.
Defiance / disrespect / Non compliance: failure to respond to adult requests	Defiance / disrespect / Non compliance: intentionally ignoring a staff delivered directive of knowingly breaking a school rule after being re-directed.
Disruption: engaging in low-intensity but inappropriate disruption	Bullying: Extreme verbal behaviour, cyber behaviour or any physical behaviour used to intimidate a person to make them do something or make them feel uncomfortable.
Uniform: wearing incorrect uniform without an acceptable excuse	Theft: Intentional taking of another persons property without the persons permission
Property misuse: engaging in the deliberate act of misusing property	Technology misuse: engaging in inappropriate use of phones, music/video players, camera's and computers
Technology violation: engaging in non-serious but inappropriate use of phones, music/video players, camera's and computers	Out of Bounds: Intentionally playing in an area that is out side the school boundaries
Late: arriving to school after the bell without an acceptable excuse	Lying / cheating; delivering messages that are untrue or deliberately violating rules
Lying: deliberate act of hiding or not telling the truth	Third Minor: student has received 3 minors.

Appendix 2:



Tips on Teacher Managed Behaviour Documenting on SIMON

- Document behaviour when student has not responded to pre-correction, re- direction, or verbal warning.
- Take proactive action (reteach, prompt, remind) to correct behaviour
- Be patient...Be consistent...behaviour changes take time.

- Our Behaviour Management is recorded on SIMON and is available at all times for teachers on yard duty.
- Teachers can complete this document for school behavioural issues.
- When in need of administrative intervention, complete a referral form and give to Principal.

If in need of Immediate office response:

- If you need to send a student to the office for a “major”, call the office (or send a child) to let them know or escort the child to the office.
- If it is unsafe (ex: physical aggression causing harm, extreme disruption) for student to return to classroom, parents will be contacted.
- All information to be recorded

*****MINOR AND MAJOR FORMS ARE FOR ALL STAFF TO USE*****

Documenting and communicating about behaviours with consistency is absolutely necessary.

- **All Majors are reported to the office.**
- **All Minors are reported to classroom teachers.**